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ABSTRACT

The third of eight delegate workbooks prepared for the May, 1977 White House Conference on Handicapped Individuals contains ballots for the workshop on educational concerns of handicapped individuals of all ages. The ballots are intended to enable delegates to assign priorities to various issues and proposals in a way that reflects conclusions of state and territorial conferences. The following issues are among those considered: legislation and programs necessary to provide an adequate education for preschool children; encouraging interdisciplinary training at colleges and universities; efficient and cost effective methods of educational intervention; and prevocational and vocational education. For each such topic, multiple proposals, to which delegates must assign priorities, are listed. For example, among the means suggested to break down attitudinal barriers to the education of the handicapped are public education programs, stricter teacher certification requirements, regional advocacy centers and integrated classes. (GW)

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THE WHITE HOUSE CONFERENCE ON HANDICAPPED INDIVIDUALS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DELEGATE WORKBOOK

WORKSHOP III
EDUCATIONAL CONCERNS

PRE-SCHOOL
SCHOOL-AGE
POST-SCHOOL

WASHINGTON, D.C., MAY 23-27, 1977

EC101188

LEGISLATIVE HISTORY

The White House Conference on Handicapped Individuals was authorized by Public Law 93-516, the Vocational Rehabilitation Act of 1973, as amended in 1974. Title III of the Act declared, "It is of critical importance to this Nation that equality of opportunity, equal access to all aspects of society and equal rights guaranteed by the Constitution of the United States be provided to all individuals with handicaps."

The measure was passed and approved by both House and Senate in November, 1974 and signed into Law by President Ford in December, 1974. Title III, sections 300-306, P.L. 93-516, is called the "White House Conference on Handicapped Individuals Act."

MISSION STATEMENT

The mission of the White House Conference on Handicapped Individuals is comprised of three goals:

- to provide a national assessment of problems and potentials of individuals with mental or physical handicaps;
- to generate a national awareness of these problems and potentials; and
- to make recommendations to the President and Congress which, if implemented, will enable individuals with handicaps to live their lives independently, with dignity and with full participation in community life to the greatest degree possible.

THE PROCESS

Officially the White House Conference commences on Monday evening, May 23rd. Whether you are an official (voting) delegate or an observer, it is important that you pre-register. By doing so, you will expedite your own check-in and room assignment at the Sheraton-Park and receipt of your official participant documentation. Registration and securing of registration materials will extend from 8:30 a.m. to 7:00 p.m. on the 23rd. The first evening's event is scheduled for 7:30 to 9:00 p.m., and will feature greetings from President Carter. Immediately after the opening ceremony, there will be a cabaret featuring disabled professional entertainers and lasting from 9:00 to 11:30 p.m.

Tuesday, May 24th, the Conference business begins with workshops that will consider issues and alternative recommendations. The morning and afternoon discussion sessions will be divided according to Concern and topic designation, following the format listed in this workbook. All delegates will be assigned to specific sessions to insure full discussion of all topics and maximum utilization of available space. That evening, each State delegation will hold a caucus to discuss and cast votes on issues and recommendations.

Each State has assigned delegates to every session of the Conference. They report to their respective delegations the subjects, points of discussion, favored recommendations and State positions on the issues. Additional sessions will be conducted Wednesday morning and afternoon and Thursday morning, and are followed by State caucuses Wednesday evening and Thursday afternoon.

Thursday afternoon features a closing session to present recommendations and their implications. On Friday morning a full report will be available on the recommendations under each of the Conference's 25 Topical areas for everyone attending the White House Conference.

The major task then of delegates at the White House Conference will be to discuss the merits and implications of specific issues and recommendations as identified through State and Territorial Conferences and seminars and prioritize the recommendations that best combine to solve each issue. Voting by delegates will be computerized so that complete results will be available on the final day of the National Conference.

The Conference also will offer the opportunity for minority reports or general expressions to be presented Tuesday and Wednesday evenings at open forums. Verbal comments must be limited to three minutes. Written documentation must not be longer than three single-spaced pages. Participants will be taken in the order of registration. A registration booth will be open from 8:00 a.m. to 5:00 p.m. Tuesday and Wednesday in the hotel lobby.

Observers at the Conference are asked to abide by certain ground rules. Only official delegates are eligible to discuss issues and vote on recommendations. While observers may not discuss the issues at the various sessions, they are welcome to discuss topics with delegates during meal breaks and when official sessions are not being conducted. Observers will be surveyed on a variety of matters at the end of the Conference.

The closing session of the Conference will take place Thursday afternoon. It will include a Congressional reception to which everyone is invited. This will be your chance to meet the members of Congress and Federal officials on a personal basis. And, despite the possible fatigue resulting from several days of intense activity, it will be a time for reflecting on the meaning of this most significant event and preparing for the work of implementation that must follow.

Delegate and Participant Statements
From State White House Conferences

"This is the first big opportunity for handicapped individuals to give testimony on problems that directly affect their lives, and many have solutions which our legislators need to be aware of. Now we can address ourselves to the basic problems and start solving them through a united effort, with all the government agencies working, together with consumers, toward the same end."

Joan Glance Fernandes
Lamar, Texas

"The purpose of these meetings is to hear from the handicapped themselves about their problems and needs. Of the 300 persons who attended the regional conference, 150 were handicapped, about 75 were parents of handicapped persons and another 75 were professional people who work in programs for handicapped individuals. That was a very good representation."

John Winters
Northwest Florida Society for
Crippled Children and Adults
Pensacola, Florida

"I have attended hundreds of conferences, but this was my first experience at a large conference for handicapped people. From my observations of the Colorado White House Conference, I would say that other groups could take a lesson from these people in their earnest endeavors to accomplish a meaningful and productive experience for each person in attendance. In spite of their handicaps, they did just that."

Mrs. Elaine Clearfield
Denver, Colorado

"Most importantly, the work of the White House Conference should be seen as just a beginning in the fight to erase the barriers that traditionally have troubled handicapped people. We're not looking at this as a one-shot thing. This is something that will be continued."

Ms. Marienne Fields
Cincinnati, Ohio

"I'm elated to be elected a delegate to the White House Conference in Washington. This is a stepping-stone. It's the first conference of which we, as disabled individuals, hope to have many."

LeRoy Wells
La Crosse, Wisconsin

"Handicapped people have been silent for a long time about the discrimination they face every day in areas such as employment, health care, education, housing and recreation. We look at the White House Conference as our chance to be heard."

Jack Martin
Seattle, Washington

Many of us feel that the handicapped in America have a unique opportunity through the White House Conference. With its pre-conference activities on the local and State level, it gives us a real chance to have input in keeping with the American system. If we are willing to accept our share of responsibility for community action, we can, and will, improve our own lot in life and that of future generations."

Bill Kiser
Winston-Salem, North Carolina

"The West Virginia White House Conference was a very productive meeting. It gave handicapped persons a chance to voice their problems concerning medical, financial, insurance and job needs. Hopefully, it will provide an impetus for legislation at the national level to benefit handicapped people."

Joe Yaneris
Webster Springs, West Virginia

"I am pleased there will be an opportunity for Minnesota's handicapped persons to contribute to the White House Conference in Washington. The statement of the experience and needs of handicapped people in our State has much to offer the National decision-makers."

Gov. Wendell Anderson
Minneapolis, Minnesota

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RESEARCH
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PRE-SCHOOL
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Ballot: Issue EDC I-1

	Recommendation	Priority Vote 1st	2nd	3rd

EDC I-1 EDUCATIONAL CONCERNS-PRESCHOOL (0 - 5 YEARS)

In addition to court and federally mandated "right to education" programs, what additional activities and legislation must be initiated to provide all pre-school handicapped children, from birth to five, with appropriate educational provisions?

A. STATE LEGISLATION/FINANCE: PROGRAMS AND SERVICES

A ( ) ( ) ( )

States should mandate public pre-school education and provide incentives for private programs to integrate. They should legislate, develop and finance a range of year-round services and programs for urban and rural handicapped children and families including diagnostic/evaluation/referral, medical, social, transportation, counseling and home visitation services, infant stimulation, parent training, respite care, day care and nursery schools (integrated and non-integrated). States should set and enforce standards for program and teacher certification, ensure that adequate numbers of staff are available and that consultant support is available to all programs; explanation of these mandates and services should be widely available in lay terms.

B. PL 94-142

B ( ) ( ) ( )

Congress should extend PL 94-142 downward in age to include 0-5 children and substitute "least restrictive alternative" for the term "mainstreaming." Federal funding should be continued to the States to enforce, implement, monitor and disseminate information regarding 94-142. States should be mandated/authorized to subcontract programs. Efforts should be made to improve public information and support for implementation of 94-142 by 1980.

C. NATIONAL "HIGH RISK"/HANDICAPPED REGISTER

C ( ) ( ) ( )

The federal government should establish and maintain a central register of high risk and handicapped individuals. All physicians and all health agencies should be mandated to examine pre-school children for handicapping conditions, and (a) report chronically handicapped children to "high risk" registry and (b) initiate parent counselling.

D. COORDINATION OF IDENTIFICATION/EARLY INTERVENTION

D ( ) ( ) ( )

The federal government should mandate a regional system for mass screening for all children 1-4. State public health departments should be designated to coordinate state-wide multi-disciplinary early identification and subsequent service delivery and intervention with SEAs. The federal government should also fund Child Find projects in each state that coordinate efforts with national, state and local census projects.

	Ballot: Issue EDC I-1			
	Recommendation	Priority Vote 1st	2nd	3rd
E. PUBLIC AWARENESS	E	( )	( )	( )
Communities should develop systematic public and legislative awareness programs including information on needs and services for handicapped pre-school children.				
F. ADVISORY COUNCILS	F	( )	( )	( )
States should establish state and local Advisory Councils, composed of consumers, educators and other service providers to review all activities of state agencies serving handicapped pre-school children; designate a controlling or coordinating agency; create delivery systems as needed.				
G. PRE-SCHOOL HEALTH CENTER	G	( )	( )	( )
State and/or federal governments should initiate statewide centers, available to all, for diagnostic services, treatment planning and referral and informational services.				
H. STATE PLANS	H	( )	( )	( )
State agencies should establish workable statewide plans for educational intervention of pre-school handicapped children, including those served out of state.				
I. RESEARCH	I	( )	( )	( )
The federal government should provide funds to the states for studies to establish valid prevalence rates, to determine the efficacy of various service delivery models, and to research self-concept in handicapped individuals.				
J. TEACHER EDUCATION/TRAINING	J	( )	( )	( )
Federal and state funds should encourage more specialized programs in teacher education and in-service training.				
K. STATE INFORMATION REFERRAL/BANK	K	( )	( )	( )
States should develop and maintain a central information collection and referral service including a handicapped child data bank to share with local agencies and directories of referral sources.				
L. PERIODIC SCREENING	L	( )	( )	( )
States should require periodic screenings, from birth through high school, of all children with handicapping conditions.				

	Ballot: Issue EDC I-1			
	Recommendation	Priority Vote 1st	2nd	3rd
M. MANDATE MEDICAL REFERRALS State legislatures should pass laws mandating that physicians refer handicapped children to developmental or other appropriate programs.	M	( )	( )	( )
N. COORDINATION AT STATE LEVEL States should develop Human Resource Cabinets to oversee program innovation, integration, and interdisciplinary and teamwork approaches to education.	N	( )	( )	( )
O. FUNDING FOR MEDICAL COSTS/APPLIANCES Federal/state funding should be available for medical costs and appliances for handicapped children.	O	( )	( )	( )
P. COLLABORATION Federal and state efforts should promote professional and voluntary organization, collaboration and coalition.	P	( )	( )	( )
Q. CERTIFICATION OF PROFESSIONALS SEAs should develop certification standards for personnel engaged in educating pre-school handicapped children.	Q	( )	( )	( )
R. TRANSPORTATION States should require that local education agencies provide transportation for all pre-school handicapped children needing it.	R	( )	( )	( )
S. DE-LABELING State and federal laws should be revised to minimize labeling and consequent segregation of pre-school handicapped children.	S	( )	( )	( )
T. EARLY EXAMINATION Enroll all children in public school at age 2 for examination and referral if possible.	T	( )	( )	( )
U. DEVELOPMENTAL DISABILITIES Developmental disabilities planning boards should be funded to locate, assess and provide for intervention for all 0-3 year old handicapped children not included in other programs.	U	( )	( )	( )

	Ballot: Issue EDC I-1			
	Recommendation	Priority Vote 1st	2nd	3rd
V. INCLUSION OF "DEVELOPMENTALLY DELAYED"	V	( )	( )	( )
State and federal legislation should include the developmentally delayed—"two or more years of delay in development in one or more areas" in diagnostic categories for pre-primary children.				
W. SECTION 504 REHABILITATION ACT	W	( )	( )	( )
Federal funding to the states should be implemented to enforce, monitor and disseminate information regarding Section 504.				
X. SCHOOL BOARD INVOLVEMENT	X	( )	( )	( )
Local school boards should become involved in planning of all pre-school handicapped programs.				
Y. NATIONAL INFORMATION COORDINATION	Y	( )	( )	( )
The federal government should create the National Institute for Handicapping Conditions which would include a complete data bank of all available resources and information affecting the disabled, including Closer Look and CHAMPUS. This would coordinate and publicize funds from government and private sources, distribute and publish information, develop a public relations program through mass media, a speakers bureau, and operate a toll free line.				
Z. NATIONAL INSURANCE	Z	( )	( )	( )
Nationally funded insurance should be available for all adults and children who qualify under a high risk rating system.				
AA. HEW GRANTS FOR EARLY CHILDHOOD EDUCATION	AA	( )	( )	( )
HEW should provide long-term grants to states to formulate and implement early childhood programs.				
BB. MANDATORY KINDERGARTEN SCREENING	BB	( )	( )	( )
State laws should mandate hearing and vision tests for each child beginning in kindergarten.				
CC. EARLY DIAGNOSIS/TREATMENT INFORMATION	CC	( )	( )	( )
Information about early diagnosis and treatment should be transmitted through improved information and education programs for parents and professionals including doctors, nurses, school board members, administrators, paraprofessionals, teachers, etc.				
DD. CHANGE TITLE XX	DD	( )	( )	( )
Change Title XX, SSI to include *all* pre-school developmentally disabled children.				

Ballot: Issue EDC I-3

	Recommendation	Priority Vote 1st	2nd	3rd
EDC I-3 EDUCATIONAL CONCERNS-PRESCHOOL (0 - 5 YEARS)				
How can the principles of "integration" of the handicapped with non-handicapped be effectively instituted in programs of pre-school educational intervention?				
A. TEACHER TRAINING: PROFESSIONAL/PARAPROFESSIONAL	A	( )	( )	( )
States and universities should collaboratively develop teacher education and in-service materials/courses to assist in developing positive attitudes and skills about integrated situations. Parents and adult handicapped individuals should assist in this effort. States should also provide or identify funds to support hiring and training aides to assist in the classroom.				
B. FACILITY MODIFICATION	B	( )	( )	( )
Federal and state legislation should mandate and provide funds for modification of school facilities to promote accessibility and integration. A percentage of federal and state community development and capital improvement funds should be set aside for such purposes.				
C. SEA PLANNING FOR INDIVIDUALIZATION/INTEGRATION	C	( )	( )	( )
SEAs should develop education and training plans designed to meet individual needs. Public pre-school curricula should be reviewed and revisions made where necessary to facilitate integration. A range of program strategies should be established including transition services leading to gradual integration, special education programs housed in regular education facilities to facilitate social integration, personnel to provide homebound services, "reverse integration"—non-handicapped children integrated into special education programs and fully integrated regular programs.				
D. PUBLIC AWARENESS	D	( )	( )	( )
State and local public awareness campaigns should be initiated to integrate pre-school children and directories should be developed for assisting integration.				
E. MANDATE INTEGRATION	E	( )	( )	( )
Incorporate mandatory integration in all rules, regulations, laws, and licenses required to educate pre-school children.				
F. PARENT TRAINING/PARTICIPATION	F	( )	( )	( )
Schools should develop parent education programs which help parents integrate their handicapped children in schools and community activities. Further, schools should encourage parent participation in all phases of program planning and operation.				

	Ballot: Issue EDC I-3			
	Recommendation	Priority Vote 1st	2nd	3rd
G. REGULATIONS: DAY CARE/PRE-PRIMARY PROGRAMS	G	( )	( )	( )
Regulations covering day care centers and pre-primary schools and programs should encourage integrated services.				
H. STATE AND LOCAL ADVISORY COMMITTEES	H	( )	( )	( )
States should establish state and local committees to monitor the implementation of all laws pertaining to education and treatment of children. Committees should be composed of 50% consumers, 25% providers and 25% community/public officials.				
I. VOLUNTEERS	I	( )	( )	( )
States and communities should develop volunteer programs for the purpose of providing assistance in integrated classrooms. Colleges and universities should assist in training these volunteers.				
J. EVALUATION/CONSULTATION	J	( )	( )	( )
Programs should develop internal evaluation systems to assess the progress of individual children. Continuous consultation services should be available to programs to ensure that staff needs are met.				
K. STORY BOOKS	K	( )	( )	( )
Authors should be encouraged to write story books employing positive images about children with handicaps.				
L. INTEGRATION TAX INCENTIVES	L	( )	( )	( )
Tax incentives should encourage private pre-schools to integrate their programs.				
M. INTEGRATE STATE INSTITUTIONS	M	( )	( )	( )
Integrate all state institutions with non-handicapped pre-school children.				
N. LEA/SPECIAL EDUCATION ADVISORS	N	( )	( )	( )
Local Education Agencies' departments of special education should be required to serve as advisors/advocates in community recreational and cultural programs to facilitate integration.				
O. DEVELOPMENTAL DISABILITIES EDUCATION ROLE	O	( )	( )	( )
Developmental Disabilities Planning Boards should be responsible for providing community education on pre-school handicapped children's services, working through existing agencies.				

Ballot: Issue EDC I-3

Recommendation	Priority Vote 1st	2nd	3rd
P	( )	( )	( )
Q	( )	( )	( )
R	( )	( )	( )
S	( )	( )	( )
T	( )	( )	( )
U	( )	( )	( )
V	( )	( )	( )

P. REGULATE STUDENT/TEACHER RATIO

Local Education Agencies should regulate the student/teacher ratio so that there are no more than 20 handicapped and non-handicapped children to one teacher.

Q. REGIONAL ADVISORY BOARDS

Federal legislation should establish multidisciplinary regional advisory boards of service agency providers to provide information and coordinate services to child advocacy organizations and individuals.

R. RURAL SERVICES

States should regulate that in rural low-incidence areas, pre-school local children are integrated into a non-handicapped program with adequate support personnel.

S. FEDERAL INTERVENTION FOR BETTER TEACHERS

HEW should modify guidelines for early intervention programs to upgrade the quality of training for teachers. HEW should monitor training programs and, through The National Institute of Education, support research and development of a screening mechanism/instrument for teacher selection.

T. RESEARCH NEEDS

Research and development of guideline criteria for determining factors of readiness for mainstreaming; specifically the acquisition of physical, social and emotional skills.

U. DEVELOP RANGE OF SERVICES

Local programs should have a range of available services including tutoring, small group instruction, resource rooms, itinerant teacher services, specialized media and materials to aid the teacher in providing individualized instruction.

V. DIAGNOSTIC SERVICES/PROGRAMS

Federal support should provide diagnostic and assessment centers that offer continuing assessment of needs and programs that meet the needs of children.

	Ballot: Issue EDC I-3			
	Recommendation	Priority Vote 1st	2nd	3rd
W. EARLY INTERVENTION TEAMS	W	( )	( )	( )
States should initiate early intervention treatment teams for parents and children to prepare children and families for integration.				
X. STATE-MANDATED INTEGRATION PERCENTAGE	X	( )	( )	( )
States should establish policies that pre-school handicapped children spend at least 25% of school time with non-handicapped peers.				

Ballot: Issue EDC I-5

	Recommendation	Priority Vote 1st	2nd	3rd

EDC I-5 EDUCATIONAL CONCERNS-PRESCHOOL (0 - 5 YEARS)

Knowing that appropriate early education intervention requires the services of a variety of personnel trained in different disciplines, how can interdisciplinary training and teamwork be encouraged and developed through institutions of higher education?

A. MANDATE INTERVENTION/INTERDISCIPLINARY/IN-SERVICE TRAINING

A ( ) ( ) ( ) ( )

Federal and state laws should mandate coordinated interdisciplinary pre-school intervention programs, the formation of interdisciplinary higher education committees to develop courses for pre-service and in-service training programs, and in-service training for all relevant professionals in areas which include early identification/diagnostic techniques, speech/language, physical development/therapy, emotional development, etc.

B. SEA ROLE TO IMPROVE TEACHING

B ( ) ( ) ( ) ( )

State Education Agencies should take positive action to improve public school pre-school teaching by (1) providing regular in-service training; (2) encouraging special and regular teachers to change roles periodically; (3) requiring experimental training in university preparation; (4) providing trained paraprofessional and administrative staff in adequate numbers; (5) providing consultants when needed; (6) encouraging cooperative arrangements between LEAs and teacher training institutions for field placement and in-service training; and (7) developing parent/teacher/provider committees to coordinate services.

C. LICENSING/CERTIFICATION STANDARDS

C ( ) ( ) ( ) ( )

State Education Agencies should establish licensing and certification standards and criteria for pre-school teachers, paraprofessionals and programs with the advice and assistance of higher education institutions and consumer advisory groups. Criteria should include attention to knowledge and skills in general and specific disabilities, multidisciplinary coursework and experiential training. HEW should provide the states with information on the scope of standards and agencies that should be involved in this process.

D. RESEARCH/DEVELOPMENT SUPPORT: TRAINING

D ( ) ( ) ( ) ( )

Federal funds should support research efforts to develop effective multidisciplinary training models and methods. The Bureau of Education for the Handicapped (USOE) should award and continue incentive grants to universities engaging in interdisciplinary training for work with pre-school handicapped children. A Consortium Board composed of representatives of different disciplines should design the curriculum.

Ballot: Issue EDC I-5

	Recommendation	Priority Vote 1st	2nd	3rd
E. CHANGES IN CURRICULUM AND FIELD PLACEMENTS	E	( )	( )	( )

Colleges/universities should continue and/or implement new courses dealing with special education of preschoolers in areas including affective education, normal/atypical child development, testing, screening, theory, practice, techniques, and evaluation. Classes might involve "experts" from several disciplines to present varying points of view on treatment/service. Internships in education and other fields should enable students to experience more than one discipline. Teachers should be encouraged to observe students in placement settings.

F. TEAM APPROACH TO TEACHING AND SERVICES	F	( )	( )	( )

Service delivery and local education programs should develop approaches to interdisciplinary "teaming." One member should take primary responsibility for coordinating service delivery to avoid confusion for the client. "Teaming" can include parents and paraprofessionals as well as professionals.

G. LIMITED CERTIFICATION	G	( )	( )	( )

Teachers should be given limited certification for three year terms with re-certification contingent on meeting in-service requirements in special education.

H. INCENTIVES FOR STUDENTS	H	( )	( )	( )

Federal or state funds should be available as grants or scholarships to provide incentives for students to participate in multidisciplinary/interdisciplinary training, with or without a time limited service agreement, to work with handicapped preschoolers.

I. STATE OFFICES OF CHILD DEVELOPMENT	I	( )	( )	( )

States should establish offices of child development to initiate effective training with universities to disseminate information and to coordinate all activities between agencies.

J. INFORMATION CLEARINGHOUSES	J	( )	( )	( )

States should establish information clearinghouses to provide all disciplines involved with pre-school intervention information about professional services, transportation resources, and funding resources.

K. PARENTS/HANDICAPPED AS TRAINERS/STAFF	K	( )	( )	( )

Teacher training programs should involve handicapped persons and parents as trainers to increase exposure of students to home aspects of children with various handicapping conditions. Students should be encouraged to attend parent meetings. Programs should use parents and handicapped as staff.

Ballot: Issue EDC I-5

	Recommendation	Priority Vote 1st	2nd	3rd
L. EVALUATION OF TEACHER TRAINING State commissions on higher education should re-evaluate teacher training programs.	L	( )	( )	( )
M. ATTITUDINAL CHANGES TRAINING Attitudinal changes may be necessary to effect successful interdisciplinary services delivery. State and local service agency executives should receive attitudinal training.	M	( )	( )	( )
N. INTERDISCIPLINARY PRE-SCHOOL PLANNING State and federal level planning for pre-school handicapped services should be done by interdisciplinary committees.	N	( )	( )	( )
O. SUBCONTRACTING TEACHER TRAINING SEAs should subcontract for teacher training where adequate facilities exist.	O	( )	( )	( )
P. NON-CATEGORICAL CERTIFICATION/TRAINING SEAs and universities should develop non-categorical course work for teacher training, including parent training techniques and interdisciplinary teamwork. Certification should be for pre-school to 12 years and non-categorical in nature.	P	( )	( )	( )
Q. DOUBLE CERTIFICATION Higher education institutions should develop programs which require double certification: one in a regular education area (elementary or secondary education plus English, math, etc.) and a second in special education.	Q	( )	( )	( )

Ballot: Issue EDC I-7

Recommendation	Priority Vote 1st	2nd	3rd
A	( )	( )	( )
B	( )	( )	( )
C	( )	( )	( )
D	( )	( )	( )

EDC I-7 EDUCATIONAL CONCERNS—PRESCHOOL (0-5 YEARS)

How can we break down the attitudinal barriers which may retard the development of responsive education for pre-school handicapped children?

A. INFORMATION COORDINATION

The federal government with state support and participation should establish regional resource centers to coordinate information collection and dissemination efforts to assist parents and advocacy groups in being more effective through written materials, conferences, workshops and telephone counseling and referral. States should further develop public information efforts to provide information emphasizing needs, strengths and positive program results. Information can be disseminated through public education institutions, libraries, media sources, speakers bureaus, home and school associations, and advocacy organizations.

B. TRAINING

Pre- and in-service training should be available to all professional groups who deal with young handicapped children (physicians, teachers, school administrators, psychologists, social workers, etc.) to assist them to work with children and their families. Training should include coursework and internship/practical experience with members of their professions and others actually dealing with children. State education personnel should be informed at annual continuing education conferences about new developments in "rights to education" legislation and guidelines.

C. INTEGRATION

Integration of handicapped children and adults can be accomplished through public and private efforts including: (1) participation by handicapped people in activities that promote visibility; (2) public awareness campaigns; (3) public and private school initiatives to promote school integration; and (4) increased exposure between handicapped and non-handicapped children.

D. OMBUDSMAN

An ombudsman program should be developed to advocate equal educational opportunity for handicapped individuals of all ages. Lobbying efforts should be developed to reach legislators.

Ballot: Issue EDC I-7

	Recommendation	Priority Vote 1st	2nd	3rd
E. LEA: PARENT COUNSELING/INFORMATION	E	( )	( )	( )

LEAs should provide parent counseling and information through schools. Under guidelines from the states, LEAs should develop public information strategies relating to rights, legislation, etc. LEAs should ensure that parents are informed about the rights of their children well before hearings and should have available communication tools such as cassette tapes, interpreters for hearing impaired and foreign persons, Braille booklets, etc. Parents should have the right to request assistance from an advocate if such a service is available. LEAs should, with SEA support, hire a parent coordinator to assist in this process.

F. ATTITUDES RESEARCH	F	( )	( )	( )

Research efforts should be conducted to study professional, sibling, peer, parent and general public attitudes; and to examine coping mechanisms of handicapped children and adults. States should conduct surveys to assess general population attitudes toward handicapped children. The resulting information should be used as a basis for a general information campaign.

G. FEDERAL PUBLIC INFORMATION ROLE	G	( )	( )	( )

The federal government should support a variety of efforts designed to promote greater public awareness and acceptance about handicapped individuals including (1) funding television networks to do special programming; (2) encouraging school textbook and materials publishers to more adequately and effectively represent the handicapped; and (3) encouraging professional organizations to disseminate specialized information through written materials, conferences, etc. State and local governments should support these efforts.

H. STATE ADVOCACY OFFICES	H	( )	( )	( )

States should establish offices for child advocacy to assist in coordination of interest groups and activities; to work for legislation and appropriations pertaining to children and to collect, develop and disseminate public information materials, and to ensure that parents participate in placement decisions.

I. PARENT EDUCATION	I	( )	( )	( )

Public agencies and private organizations should develop parent education programs to assist parents, particularly parents of severely handicapped children, to accept their situation and to maintain positive attitudes.

J. "TEACH-INS"	J	( )	( )	( )

SEAs should develop "teach-ins" at all levels of public education to enable handicapped children and adults to demonstrate their capabilities to others.

Ballot: Issue EDC I-7

Recommendation	Priority Vote 1st	2nd	3rd
K	( )	( )	( )
L	( )	( )	( )
M	( )	( )	( )

K. PARENT ORGANIZATION RECRUITMENT

Parent organizations should actively recruit parents of young handicapped children as members.

L. DEVELOPMENTAL DISABILITIES

Developmental Disabilities Planning Board should coordinate all publicity efforts to change general attitudes toward pre-school handicapped children.

M. CONSUMER PARTICIPATION IN SCHOOL BOARDS

States should mandate that school boards overseeing programs for exceptional children should include consumer representation.

Ballot: Issue EDC I-2

	Recommendation	Priority Vote 1st	2nd	3rd
EDC I-2 EDUCATIONAL CONCERNS–PRESCHOOL (0 - 5 YEARS)				

In a time of competition for scarce public funds, what innovative approaches can be taken by educators to assure efficient and relatively inexpensive educational intervention for pre-school handicapped children?

A. ASSESSMENT OF SERVICES–PARENTS AND EDUCATORS — A ( ) ( ) ( )

Parents, educators and other service providers and public officials should conduct service delivery assessment by using techniques such as management by objective and cost effectiveness measures to guide community planning and policy making.

B. MANDATING PARENT INVOLVEMENT AND SUPPORT SERVICES — B ( ) ( ) ( )

Programs serving children 0-5 should be required to build in parent involvement and support services prior to funding approval. PL 94-142 should provide support for parent training and involvement efforts.

C. FEDERAL AND STATE COORDINATION SERVICES — C ( ) ( ) ( )

Federal and state agencies should be designated to coordinate all relevant child services. Federal and state legislation should develop regional service, training and diagnostic centers.

D. LEA COORDINATORS — D ( ) ( ) ( )

LEAs should establish coordinator positions to assist pre-school handicapped children and their families to identify and schedule needed services through other agencies to avoid duplication and confusion.

E. CENTRAL REGISTRY — E ( ) ( ) ( )

The states and HEW should develop a central registry of handicapped and/or high risk children; school districts should be responsible for updating this registry annually.

F. PREVENTION THROUGH EDUCATION — F ( ) ( ) ( )

SEAs should provide "Life Experience" and health education from pre-primary on. Prevention of birth defects and handicaps should be built into the secondary school curriculum.

G. HOME INTERVENTION STRATEGISTS/EARLY INTERVENTION — G ( ) ( ) ( )

A program for the training and utilization of home intervention strategists should be developed. Such programs should be coordinated through existing public and private agencies/organizations for children 0-2. Legislation or regulations should be revised to shorten the waiting period for homebound services.

Ballot: Issue EDC I-2

	Recommendation	Priority Vote 1st	2nd	3rd
H. RESEARCH Federal and state funds should support research and dissemination efforts on effective program techniques, models and materials.	H	( )	( )	( )
I. UTILIZATION OF SENIOR CITIZENS, YOUTHS, VOLUNTEERS Programs at all levels should utilize the services of older citizens through existing Action programs, youth groups, scouts, churches, and charitable organizations.	I	( )	( )	( )
J. PARAPROFESSIONALS/MULTIPLY, SEVERELY HANDICAPPED The federal government should initiate research and development into training programs for paraprofessionals who could work with multiply and severely disabled pre-school handicapped.	J	( )	( )	( )
K. RADIO/TV TEACHING Federal and state support should encourage radio and televison programming for pre-school handicapped children and home teaching instruction for parents.	K	( )	( )	( )
L. INFORMATION AND REFERRAL States should initiate and coordinate information and referral services through service directories available in public libraries, service agencies and other sources, and through a toll-free phone service.	L	( )	( )	( )
M. RURAL LIFE-SKILLS TRAINING SEAs should implement itinerant life-skills training teams to travel in rural areas to train sensorally impaired pre-school handicapped children. This should be facilitated through state schools for blind and deaf.	M	( )	( )	( )
N. PURCHASE OF SERVICE SYSTEMS States should develop purchase of service systems to increase parental options in selecting appropriate programs, services and placements.	N	( )	( )	( )
O. LIBRARIES Libraries should carry toys and books especially prepared for pre-school handicapped children.	O	( )	( )	( )

	Ballot: Issue EDC I-2			
	Recommendation	Priority Vote 1st	2nd	3rd
P. FOSTER CARE/ADOPTION	P	( )	( )	( )
States and local communities should actively recruit families willing and able to care for homeless handicapped children through foster care or adoption.				
Q. TV CAPTIONING	Q	( )	( )	( )
Federal legislation should mandate and provide funds for captioned TV on line 21.				

Ballot: Issue EDC I-4

	Recommendation	Priority Vote 1st	2nd	3rd
EDC I-4 EDUCATIONAL CONCERNS-PRESCHOOL (0 - 5 YEARS)				
Given that there are many adequate models for educating pre-school aged children, how can the provision of services to pre-school handicapped children be rapidly expanded, using these models to insure a high quality of program?	b			
A. FEDERAL/STATE PROGRAM INCENTIVES	A	( )	( )	( )
Increased federal and state funds should provide programs and personnel to pre-school handicapped children. Federal and state funds should also be provided to private institutions and programs as incentives to integrate programs.				
B. PUBLIC INFORMATION: 94-142/RIGHTS/SERVICES	B	( )	( )	( )
National, state and local educational agencies must conduct an extensive information campaign on all provisions of PL 94-142 and expand programs through exemplary models. States should coordinate an effort to inform parents and professionals of rights, financial assistance, transportation, counseling and related services.				
C. OUTREACH ACTIVITIES	C	( )	( )	( )
Existing models should be given funds to assist other agencies in developing programs.				
D. EARLY INTERVENTION PROGRAMS	D	( )	( )	( )
Federal and state support should establish programs for early intervention such as infant stimulation; parent training and counseling; developmental centers with clinical services, and, when possible, trained parents as staff; diagnostic and placement services should involve parents in the process.				
E. REGIONAL SERVICE TEAMS/CLINICS	E	( )	( )	( )
State and federal governments should establish interdisciplinary teams and resource centers that could provide on-going diagnostic, consultative, training and public information services. Mobile child development clinics could serve rural areas.				
F. STUDY NEEDS/SERVICES	F	( )	( )	( )
SEAs should initiate studies of existing and proposed programs for handicapped pre-school children to effect efficient planning. Parents and handicapped adults should be involved in study design and implementation.				

Ballot: Issue EDC I-4

	Recommendation	Priority Vote 1st	2nd	3rd
G. DEVELOP STATE MODELS LEAs and state universities should develop and disseminate state models.	G	( )	( )	( )
H. TEACHER CERTIFICATION SEAs should certify teachers of pre-school handicapped children.	H	( )	( )	( )
I. INTERAGENCY COORDINATION Federal and state systems of coordination should be developed for all health, education and welfare programs to improve efficiency and impact.	I	( )	( )	( )
J. TRANSPORTATION Schedule school busses and school mini-busses to assist pre-school handicapped children during off-hours.	J	( )	( )	( )
K. HIGH RISK REGISTER All hospitals should develop a list of parents of high risk infants. States should provide counseling services and periodic examinations to these families.	K	( )	( )	( )
L. TRAINING PARENT ADVOCATES State departments of education should initiate state conferences for parents to train in advocacy.	L	( )	( )	( )
M. PARENT COOPERATIVES Parents of handicapped pre-school children should form cooperative programs.	M	( )	( )	( )
N. DAY CARE CENTERS Business, private organizations and government agencies should develop day care centers for handicapped/non-handicapped children. Existing day care centers should be encouraged to accept handicapped children.	N	( )	( )	( )
O. PROGRAM/UNIVERSITY MEDICAL SCHOOL COOPERATION Federal funds should assist pre-school programs and university medical schools to form cooperative arrangements to provide diagnostic/evaluation services, technical services and field placement arrangements.	O	( )	( )	( )

Ballot: Issue EDC I-4

	Recommendation	Priority Vote 1st	2nd	3rd
P. INCENTIVE FUNDS	P	( )	( )	( )
Public funds should provide incentives to teacher training institutions to develop courses in pre-school education and for scholarships and other financial aids to encourage teachers in becoming skilled pre-school teachers of the handicapped.				
Q. TRAINING PROFESSIONALS/PARENTS	Q	( )	( )	( )
Public and private efforts should be made to train all personnel and parents working with pre-school children with special needs.				
R. SERVICES CONTRACTS	R	( )	( )	( )
Federal and state funds should be used to contract with service agencies to provide non-educational services to handicapped children.				
S. TAX DEDUCTION INCREASE	S	( )	( )	( )
Congress should increase the standard tax deduction for handicapped children to $1200.				
T. LICENSING PRE-SCHOOLS	T	( )	( )	( )
A comprehensive system of licensing pre-schools should be established.				

Ballot: Issue EDC I-6

Recommendation	Priority Vote 1st	2nd	3rd
A	( )	( )	( )
B	( )	( )	( )
C	( )	( )	( )
D	( )	( )	( )

EDC I-6 EDUCATIONAL CONCERNS-PRESCHOOL (0 - 5 YEARS)

How can current research results be disseminated to those working directly with pre-school aged handicapped children and their parents?

A. CENTRAL CLEARINGHOUSES

Federal and state agencies should establish clearinghouses at federal, state and regional levels to disseminate research findings to all interested persons involved with pre-school handicapped children. Dissemination outlets should include library loans, newsletters and conferences.

B. CONTINUING EDUCATION

Mandatory continuing education for early childhood program staff at federal, state and local levels should include seminars on current research results.

C. STATE CLEARINGHOUSES

State should take the lead in making an aggressive thrust in public information including newsletters, TV, university training, advocacy conferences, workshops, etc.

D. FEDERAL PROJECTS

Federal projects should place major emphasis on using research findings in planning and implementation phases. Disssemination of project results should be built into the technical and funding packages.

Ballot: Issue EDC I-8			
Recommendation	Priority Vote 1st	2nd	3rd

EDC I-8 EDUCATIONAL CONCERNS—PRESCHOOL (0-5 YEARS)

How can families cope most effectively with a young severly handicapped child, in a cost-beneficial way?

A. HOME BASED EARLY INTERVENTION

A ( ) ( ) ( )

Early intervention services should be provided directly in the home by a primary therapist, backed-up by an interdisciplinary team. These services should be provided to the family as well as the child, must help families cope with the stresses of poverty, must be culturally relevant and must include assertive outreach.

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Ballot: Issue EDC II-3

Recommendation	Priority Vote 1st	2nd	3rd
A	( )	( )	( )
B	( )	( )	( )
C	( )	( )	( )
D	( )	( )	( )

EDC II-3 EDUCATIONAL CONCERNS–SCHOOL AGE (5-21 YEARS)

How can the principles of integration of the handicapped (the "most facilitative environment") be translated into appropriate programs for educating handicapped children in the elementary and secondary schools?

A. IN-SERVICE AND PRE-SERVICE TRAINING

In order to facilitate the integration of handicapped children into the regular classroom, a massive effort should be launched to give basic and continual training and opportunities to all teachers and support staff who will be involved with handicapped children. This should include workshops, conferences, in-service training programs, university coursework, etc. Such efforts include training special educators to support and be resource personnel to the regular classroom teacher; regular education teachers to understand, accept and teach handicapped children; administrators in practices and trends in special education administration, laws, rights, etc.; elementary counselors in working with all children to facilitate integration; physical educators to modify PE curricula for the handicapped; and volunteers and parents to serve as aides and substitutes.

B. INCREASE SUPPORT SERVICES

Increased federal, state and local aid is needed to provide for equipment, special aids and other educational support systems necessary for the integration of handicapped students, for example, readers for the blind, interpreters for the deaf, physical and occupational therapists, and job placement specialists; guidance and counseling services, and transportation services.

C. BARRIER-FREE SCHOOLS/FACILITIES

Schools and related facilities must be made barrier free. This effort can be accomplished or assisted by (a) federal grants to Local Education Agencies to convert existing school buildings which have barriers; (b) educating architects, building contractors, etc. in barrier-free design.

D. STUDENT PLACEMENT

The primary goal in placement should be to provide educational opportunities for handicapped children in regular classrooms or facilities, wherever possible. Important factors in placement systems are: (a) States must revise regulations and guidelines to include better rationale for placement and include parent and child, where possible, in educational planning; (b) Components for placement should include uniform assessment, a multidisciplinary approach, follow up, and extensive evaluation; (c) Placement system must be closely monitored to vary its appropriateness at all times; (d) Placement should not rule out any options, e.g., self-contained classrooms located in regular school facilities, not centered in one facility.

Ballot: Issue EDC II-3

	Recommendation	Priority Vote 1st	2nd	3rd
E. INTEGRATION REGULATIONS/GUIDELINES	E	( )	( )	( )
Regulation/guidelines must be developed regarding the mandatory placement of handicapped children in regular classrooms, the number of children to be mainstreamed into each regular classroom, and the student/teacher ratio in classrooms where handicapped children are mainstreamed.				
F. TEACHER CONSULTANTS/RESOURCE PERSONNEL	F	( )	( )	( )
Full-time teacher consultants/resource personnel should be available to provide extra services to children who have been mainstreamed; to regular class teachers who have handicapped children in their classrooms; and to insure full participation by handicapped children in the classrooms.				
G. ENFORCEMENT OF PL 94-142	G	( )	( )	( )
There must be continued federal funding for commitment to, coordination of, and enforcement of PL 94-142, as well as a tightening of legislation, regulations and efforts by the State Education Agencies to enforce the integration aspects of the law.				
H. TEACHER CERTIFICATION REQUIREMENTS	H	( )	( )	( )
Certification requirements in all states should include a provision which requires that all teachers (and administrators) must complete a given number of courses in special education; prior practice experience with handicapped children for all personnel working with handicapped children in the classroom; re-certification be dependent upon a re-evaluation of a teacher's performance with handicapped children.				
I. TRANSITION TO MAINSTREAM	I	( )	( )	( )
A mechanism must be established to assure transition from special programs to integrated programs, with adequate preparation on the part of the teachers and children. Follow-up should be provided to insure the handicapped child receives adequate attention in the regular classroom.				
J. EDUCATING NON-HANDICAPPED CHILDREN	J	( )	( )	( )
We must begin a process to educate non-handicapped children to accept and be sensitized to the problems of handicapped children. This can be facilitated by giving the children maximum opportunity to participate in integrated situations, e.g., lunchrooms, playgrounds, etc.				
K. TEACHER/PROGRAM INCENTIVES	K	( )	( )	( )
Incentives, such as additional salary, hiring preference, release time, training funds, etc., should be offered to teachers and/or programs involved in a mainstreaming effort.				

Ballot: Issue EDC II-3

	Recommendation	Priority Vote 1st	2nd	3rd
L. SEXUALITY CURRICULUM	L	( )	( )	( )
Curricula on individual sexuality for handicapped children should be developed and checked with parents and teachers to help foster appropriate integration.				
M. IN-SERVICE AND PRE-SERVICE TRAINING	M	( )	( )	( )
There should be a coordination of regular and special education in colleges and universities, State Education Agencies and Local Education Agencies and in-service training efforts so that all educators are qualified to work with mainstreamed children.				
N. HANDICAPPED TEACHERS IN SCHOOLS	N	( )	( )	( )
State and federal government should work to recruit handicapped teachers for schools.				
O. INTEGRATION OF COMMUNITY ORGANIZATIONS	O	( )	( )	( )
Children's orgganizations (Boy Scouts, 4-H, etc.) should seek and promote integration.				
P. STATE CLEARINGHOUSES	P	( )	( )	( )
The states should develop registries of ongoing programs, ideas, resources, etc.				
Q. ADVISORY COUNCILS	Q	( )	( )	( )
Regional advisory councils, consisting of consumers and providers should be developed with representatives on the state advisory council which would advise the state board of education and the State Education Agency.				
R. PARENT PARTICIPATION	R	( )	( )	( )
Legislation should be enacted to compel school districts to establish parent advisory groups to make recommendations to districts.				
S. VOCATIONAL PROGRAMS	S	( )	( )	( )
Mandated guidelines for inclusion of handicapped in vocational-technical schools should be enforced. Federal government should increase funds allocated to training of handicapped in vocational-technial schools and incorporate career education at all levels of education.				
T. PUBLIC INFORMATION	T	( )	( )	( )
State Education Agencies should aggressively initiate public information programs to provide information on the benefits of pre-school integration.				

Ballot: Issue EDC II-3

	Recommendation	Priority Vote 1st	2nd	3rd
U. DIAGNOSIS AND EVALUATION We must provide early diagnosis, comprehensive evaluation and continual re-evaluation of students to insure early and appropriate integration into regular classrooms.	U	( )	( )	( )
V. FUNDING Federal government should support multidisciplinary intervention technique through comprehensive insurance coverage and funding for services of professional personnel.	V	( )	( )	( )
W. VOLUNTEERS The need for adult and student volunteers should be publicized to assist physically limited children in school; to help handicapped children in schools, within schools and in outside organizations.	W	( )	( )	( )
X. HANDICAPPED ADULTS IN SCHOOL State Education Agencies should develop a visitation program of handicapped adults to counsel handicapped children.	X	( )	( )	( )
Y. ENCOURAGE MASS MEDIA MODIFICATION Libraries and publishers should be encouraged to modify public documents into tapes, large-type, etc., to facilitate integrated curricula.	Y	( )	( )	( )
Z. SIGN LANGUAGE All students should be taught sign language to facilitate communication.	Z	( )	( )	( )
AA. ARTS Funding for cultural arts personnel should be increased to orient handicapped children to integrate through mutual aesthetic enjoyment and communication.	AA	( )	( )	( )
BB. ITINERANT PROGRAM STIMULATION State Education Agencies should employ a staff of itinerant teachers to implement needed services and assess present problems.	BB	( )	( )	( )
CC. POOLING EDUCATIONAL RESOURCES In small districts or sparsely populated areas, school districts should combine to provide adequate services for handicapped children.	CC	( )	( )	( )

Ballot: Issue EDC II-3

Recommendation	Priority Vote 1st	2nd	3rd
DD	( )	( )	( )

DD. PROGRAM EVALUATION

Evaluation teams composed of consumers and consumer organizations should evaluate the effectiveness of school programs and offer recommendations for improvement in educational process.

EE	( )	( )	( )

EE. SELF-IMAGE

Educational programs must include self-help skills, development of self-confidence, and self-worth.

FF	( )	( )	( )

FF. DE-INSTITUTIONALIZATION

A comprehensive state plan should be developed to move all appropriate students out of institutions and into home communities and local education programs, and appropriate educational/counseling services should be provided.

Ballot: Issue EDC II-4

Recommendation	Priority Vote 1st	2nd	3rd
A	( )	( )	( )
B	( )	( )	( )
C	( )	( )	( )

EDC II-4 EDUCATIONAL CONCERNS–SCHOOL AGE (5-21 YEARS)

How can we equip local school districts, teachers and other professionals with not only the money but the skills and training necessary to comprehensively educate the severely and/or multiply handicapped school aged child?

A. IN-SERVICE TRAINING

State Education Agencies and universities should work jointly to assess states training needs, develop model curricula and initiate more intensive and extensive in-service and pre-service training programs utilizing a wide range of state, federal and local resources. In-service efforts would include the following: seminars in the education of severely multi-handicapped children; mandatory in-service programs on a regular basis for all teachers and other personnel to give them knowledge/sensitivity of the severely and multiply handicapped child; in-service programs for administrators in the area of special education geared to emphasize the development of parents, volunteers, and aides; volunteers trained to assist with severely and mentally handicapped children in the schools; interstate agreements to allow students to go outside their states for specialized training when necessary; demonstration sites where personnel may become certified without necessarily obtaining college credit.

B. STATE CERTIFICATION FOR TEACHERS

State certification should require all teachers to have training in handicapping conditions, perhaps with a double certification. Re-certification should be dependent on completion of degree or coursework in special education.

C. PRE-SERVICE TRAINING

State Education Agencies and universities should work jointly to assess the states' training needs, develop model curricula and initiate more intensive and extensive in-service and pre-service training programs utilizing a wide range of state, federal and local resources. Pre-service efforts should include the following: establishment of more extensive and intensive teacher training programs; college training programs should include courses in the education of the handicapped for all student teachers; colleges/universities must expand curricula to include more knowledge relating to severely and multiply handicapped children and develop programs in special education and administration; and field experience with handicapped children should be required for teacher training candidates.

Ballot: Issue EDC II-4

	Recommendation	Priority Vote 1st	2nd	3rd
D. TEACHER INCENTIVES	D	( )	( )	( )
Teachers should be released to engage in in-service training, extra pay and hiring preference should be allowed for mainstreaming teachers, and innovative approaches and financial assistance should be given to attract better qualified teachers.				
E. FEDERAL MONEY	E	( )	( )	( )
Federal grants, including Bureau of Education for the Handicapped dollars, should be designated for training, cooperative service delivery arrangements, model demonstration programs, equipment and additional development.				
F. COUNSELLING	F	( )	( )	( )
State Education Agencies should retrain educational counselors and use Division of Vocational Rehabilitation counselors to assist teachers to acquire skills and training necessary to educate severely and/or multiply handicapped children.				
G. INCREASE HIGHER EDUCATION FUNDS	G	( )	( )	( )
Funds for training teachers of severely and/or multiply handicapped children, both for in-service and pre-service, should be increased.				
H. PARENT INVOLVEMENT	H	( )	( )	( )
Involvement of parents and parent groups with educators and educational policy makers should be on-going and expanded.				
I. MATERIALS MODIFICATION	I	( )	( )	( )
All school curriculum material should be modified for various handicaps (particularly deaf) and agencies should be mandated to provide technological/adaptive equipment.				
J. REGIONAL PROGRAMS	J	( )	( )	( )
Assistance should be provided to schools through establishing regional service and training centers for comprehensive services to the Severely Handicapped.				
K. SEA AS MONITORS/EVALUATORS	K	( )	( )	( )
State Education Agencies should monitor class size, operation, and expenditure of money as well as evaluate local needs and services to insure equal educational opportunity.				

Ballot: Issue EDC II-4

	Recommendation	Priority Vote 1st	2nd	3rd
L. TEAMWORK APPROACH A teamwork approach to teaching utilizing teachers, teacher aides and parents in classrooms should be encouraged.	L	( )	( )	( )
M. RESOURCE PERSONNEL All educational agencies should employ resource personnel, including interpreters for the deaf, who can assist students, teachers, administrators and parents in attaining educational programs for handicapped students in each district.	M	( )	( )	( )
N. TECHNICAL ASSISTANCE/CONSULTATION Outside consultants and regional representatives from Office of Rehabilitation Services and Office of Developmental Disabilities should have workshops for school personnel, disseminate pertinent information on the severely handicapped, and be on call to answer questions regarding the training of the severely handicapped.	N	( )	( )	( )
O. PUBLIC AWARENESS Programs and funds should be awarded to accomplish public awareness programs stressing the humanness of the handicapped.	O	( )	( )	( )
P. RESIDENTIAL SCHOOL ROLE The current role of residential schools is changing; assessment as to how they might best be utilized to serve unmet needs of severely handicapped is needed.	P	( )	( )	( )
Q. SCHOOL NURSES School districts should be encouraged or required to hire certified school nurses according to the number of children enrolled. Incentive funds should be provided as they are for other special and supportive personnel.	Q	( )	( )	( )
R. MODEL CENTERS/PROGRAMS Model programs in urban and rural areas should be established to conduct research; develop teaching techniques in conjunction with universities; provide ongoing counseling and support to parents; provide respite care and parent training; provide diagnostic services; and promote development of social/emotional skills.	R	( )	( )	( )

Ballot: Issue EDC II-4

	Recommendation	Priority Vote 1st	2nd	3rd
S. NATIONAL INSTITUTE ON HANDICAPPING CONDITIONS	S	( )	( )	( )
A National Institute on Handicapping Conditions should be established to house a complete data bank of all information affecting the handicapped. State groups should oversee program innovation, integration, etc.				
T. SIGN LANGUAGE	T	( )	( )	( )
All special education teachers should be trained in sign language and the use of communication devices for severely and multiply handicapped individuals.				
U. TEACHER EXCHANGE	U	( )	( )	( )
State Education Agencies should establish a program facilitating exchange of teachers for in-service educational purposes.				
V. IMPLEMENT LEGISLATION	V	( )	( )	( )
PL 94-142 and other federal and state legislation for the handicapped should be implemented.				

Ballot: Issue EDC II-5

Recommendation	Priority Vote 1st	2nd	3rd

EDC II-5 EDUCATIONAL CONCERNS–SCHOOL AGE (5-21 YEARS)

How can the school provide the handicapped child with the job-related and self-help skills necessary to alleviate a potential problem of later underemployment or unemployment?

A. VOCATIONAL TRAINING PROGRAMS FOR THE HANDICAPPED

A ( ) ( ) ( )

All schools, institutions, and programs for the handicapped must provide adequate pre-vocational and vocational training to insure maximum development of students/residents. This can be accomplished by: (a) hiring adequately trained staff to provide such services; (b) introducing prevocational and vocational skills (including career awareness, responsibility, independence, self-discipline, habits and attitudes of the "world of work", on-the-job training, and job sampling) into curricula for handicapped children; (c) establishing career education programs, work-study centers, and occupational facilities which include handicapped children from ages 5-21; (d) making available job counseling, placement, and exposure to different jobs for handicapped students; (e) developing intensive vocational training programs of at least 3 years, and in which the student receives increased on-the-job training during the third year, educational credits, continual technological upgrading and health maintenance services; (f) developing curricula which provide options for handicapped students to obtain increased vocational training opportunities.

B. IN-SERVICE AND PRE-SERVICE TRAINING

B ( ) ( ) ( )

Teacher-training programs for special and regular educators should include more work in pre-vocational and vocational skills as they relate to the training and employment of the handicapped, economic and social effects of disabilities, and diagnosis and prescription for career goals. In-service training programs need to be provided to all teachers, vocational educators and school counselors in the area of pre-vocational and vocational education.

C. INCLUSION OF HANDICAPPED IN CURRENTLY AVAILABLE SERVICES/PROGRAMS

C ( ) ( ) ( )

Vocational/technical schools and vocational rehabilitation and training programs should be modified to encourage and allow participation by the handicapped. This might be facilitated by (a) making all existing and future career/vocational facilities accessible to the handicapped; (b) providing additional support services, including consultants when necessary, to facilitate and increase services to the handicapped; (c) changing negative attitudes toward handicapped individuals in federal, state and local agencies, must work toward attitudinal changes as first step toward adoption and adaption of programs for training the handicapped; (d) all vocational counselors should be trained to work with the handicapped and to coordinate with VRA; (e) expanding traditional workshops (arts and crafts, home economics, industrial arts) to incorporate training of handicapped; and (f) lowering age eligibility for Vocational Rehabilitation services.

Ballot: Issue EDC II-5

	Recommendation	Priority Vote 1st	2nd	3rd
D. PARENT-CHILD INSTITUTES	D	( )	( )	( )
E. VOCATIONAL COUNSELOR ROLE	E	( )	( )	( )
F. BUSINESS COMMUNITY	F	( )	( )	( )
G. AGENCY COORDINATION	G	( )	( )	( )
H. SURVEY JOB MARKET	H	( )	( )	( )
I. IMPLEMENT EXISTING LEGISLATION	I	( )	( )	( )

Formed at colleges and universities as educational and personnel training centers, parent-child institutes would design and pilot career education models for handicapped.

A vocational counselor should be a member of each handicapped child's placement committee and work with individual education plans; should assist in development of realistic career programs and keep complete records to share with potential employers and should be available to both the handicapped student and his parents.

Business and industry must be encouraged to develop more aggressive hiring practices where the handicapped are concerned, and to develop more training programs for handicapped persons. This can be facilitated by (a) offering incentive subsidies for private industry to hire the handicapped; (b) approaching business and industry as to appropriate positions for the handicapped and what training schools need to provide to facilitate readiness of handicapped for those positions; (c) involving business and industry in curricula planning, work study programs, awareness seminars, and other classes dealing with the problems of the handicapped; and (d) educating employers as to the advantages of hiring the handicapped.

Establish a coordinating agency between Bureau of Rehabilitation Services and Department of Special Education to develop job-related programs with the schools, provide accreditation for on-the-job training, career-counseling, work-study programs, experiences with professional people, and involve business and industry in curriculum planning, provide closer liaison with DVR, make full utilization of VR services, and coordinate existing state services.

Survey labor market to determine what types of jobs are currently available or projected, and train students accordingly.

Enforce all existing legislation to provide for needs and expand entrance requirements for vocational training; expand legislation to afford opportunity for vocational and technical training to all students who desire it, regardless of handicapping condition, utilizing more effectively the 10% earmark of vocational education funds for special education; and implement individually developed educational plans for work, as mandated in PL 94-142.

Ballot: Issue EDC II-5

	Recommendation	Priority Vote 1st	2nd	3rd
J. ASSESSMENT/TESTING	J	( )	( )	( )
Handicapped students should receive appropriate preparation for vocational assessment (i.e., language meaning, etc.) and such evaluation should be required by age 15 (or 9th grade). Assessment services should be available to handicapped children throughout their school years; vocational inventory testing programs should be incorporated into existing testing programs; and vocational programs geared to emphasize abilities, not disabilities.				
K. SELF-IMAGE	K	( )	( )	( )
Vocational programs should emphasize development of healthy self-image, i.e., a personal grasp of realities and responsibilities of vocational involvement, so that handicapped persons can train for and continue in appropriate careers/vocations.				
L. FUNDS	L	( )	( )	( )
HEW should provide grants for research on and development of innovative programs of training and rehabilitation.				
M. MEDIA	M	( )	( )	( )
Communicate through media about needs of handicapped children and advisability of hiring the handicapped; President's Committee on Employment of the Handicapped (or other such organization) should institute a public relations/advocacy program promoting successful mainstreaming of handicapped individuals into the job market.				
N. SSI BENEFITS FOR DISADVANTAGED	N	( )	( )	( )
Modify Social Security Act to allow stipends during elementary and secondary school to disabled students when funds are needed to treat disabilities.				
O. SHELTERED WORKSHOPS	O	( )	( )	( )
State agencies should provide sheltered vocational opportunities with those doing business with the state. Community sheltered workshops should be established for those unable to function in the private sector and/or to serve as intermediate training agencies.				
P. JOB MODIFICATION	P	( )	( )	( )
Vocational instructors should teach job modification techniques.				

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Ballot: Issue EDC II-5

	Recommendation	Priority Vote 1st	2nd	3rd
Q. WORK COORDINATORS	Q	( )	( )	( )
State and federal funds should be utilized to generate more positions for personnel who would coordinate between school systems and the business community; State Education Agencies should provide job descriptions, certification and reimbursement for such positions.				
R. INFORMATION IN SCHOOLS	R	( )	( )	( )
Schools should be provided lists of all educational facilities to give to students.				
S. HANDICAPPED PERSONS IN EDUCATION	S	( )	( )	( )
A strong commitment to career education should be encouraged through the employment of the handicapped in educational settings.				
T. GREATER INDIVIDUALIZATION	T	( )	( )	( )
Curricula should be individualized so that students with varying problems and skills can progress at their own rates.				
U. FOLLOW-UP RESEARCH	U	( )	( )	( )
Job success should be researched and correlated with educational practices to make such practices more efficient.				
V. COMMUNITY SERVICE JOBS	V	( )	( )	( )
Community service jobs for high school credit and "youth corps" should be developed for the handicapped.				
W. ADVISORY COUNCIL	W	( )	( )	( )
An advisory council (50% consumer and 50% educators, business and labor) should be established to recommend legislation, monitor programs, and monitor funds for accountability purposes.				

Ballot: Issue EDC II-1

Recommendation	Priority Vote 1st	2nd	3rd

EDC II-1 EDUCATIONAL CONCERNS--SCHOOL AGE (5-21 YEARS)

In addition to court and federally mandated right to education programs, what steps must be taken to implement the "right to education" in state and local settings?

A. FUNDING: FEDERAL, STATE, LOCAL

A ( ) ( ) ( )

Federal, state and local governments should appropriate full-funding of programs for the handicapped and fully implement PL 94-142; for financially limited jurisdictions, provide immediate relief funding and funds for on-going model programs; provide a system of funding that pays all costs for the handicapped which exceed the average per pupil cost for a district; match federal funds on a pre-established basis to help insure compliance; put special education funds "out-front" and not rely on LEAs to raise initial reimbursable funds; provide funds to hire a sufficient number of teachers for handicapped children.

B. STATE PUBLIC AWARENESS PROGRAMS

B ( ) ( ) ( )

States should be required to initiate and conduct statewide media campaigns to inform the general public of laws, rights, and services for handicapped children; and gaps in compliance, etc. This can be accomplished through (a) State Education Agency workshops in regions of the state informing public on provisions of PL 94-142; (b) development of a central information source (e.g., telephone hotline) regarding all services to the handicapped; (c) utilization of speakers, writing, and all media resources to educate public on programs necessary to fulfill needs of the handicapped.

C. ADVOCACY GROUPS

C ( ) ( ) ( )

State offices with toll-free numbers should be established to serve as advocates or ombudsmen for the handicapped. The staff would be responsible for raising public awareness, assuring accountability of services, insuring equal educational opportunities, helping to resolve problems, etc. States should encourage and then work with regional and local advocacy groups of parents and professionals who would insure that services are being provided locally, coordinate information services, and represent parents; federal legislation should direct that states provide child advocates for handicapped children; advocate and advisory groups must have representation from the handicapped population.

D. INCREASE/EXTEND SERVICES

D ( ) ( ) ( )

Services to handicapped children must be increased and expanded by providing services for all handicapped children; programming for handicapped children on a full-day basis; increasing services for handicapped youth through the development of independent living centers. States should remove upper age limitations from systems of education for the handicapped; local groups (including parents) must assure provision of specialized equipment needed in programs for handicapped children.

Ballot: Issue EDC II-1

	Recommendation	Priority Vote 1st	2nd	3rd
E. INFORMATION FOR PARENTS	E	( )	( )	( )
A public awareness program must be initiated to inform parents of available programs, facilities, rights of their children to a free public education, due process procedures, etc. This could be accomplished by the following means: (a) publication of a parents manual; (b) annual state conference sponsored by the State Education Agency and colleges and universities; (c) copies of PL 94-142 and all relevant state laws must be sent by the state to all parents (bi-lingual where appropriate).				
F. PROGRAM MONITORING/EVALUATION	F	( )	( )	( )
HEW and state and local advisory boards should periodically monitor Local Education Agency programs to assure implementation of "right to education" concept and to insure that federal allocations for handicapped, especially under PL 94-142, are spent on handicapped.				
G. SCHOOL ACCESSIBILITY	G	( )	( )	( )
Mandates for renovation of all school buildings that are not accessible to handicapped children must be enforced.				
H. LITIGATION/NONCOMPLIANCE	H	( )	( )	( )
If legislation is not properly enforced, litigation should be initiated and noncompliance should result in specific penalties.				
I. INDIVIDUAL EDUCATIONAL PLAN	I	( )	( )	( )
Individualized educational programs must be developed by the Local Education Agencies to insure consistent/continuing education goals.				
J. LEGISLATOR PUBLIC AWARENESS PROGRAMS	J	( )	( )	( )
There must be a program of systematic education of government officials and legislators regarding needs of the handicapped, cost of programs, delivery systems, etc. Legislators should be involved on special education committees and boards.				
K. TRANSPORTATION	K	( )	( )	( )
More funds should be provided by federal government to develop vehicles more appropriate for utilization by handicapped persons, especially children.				

Ballot: Issue EDC II-1

	Recommendation	Priority Vote 1st	2nd	3rd
L. TESTING/DIAGNOSIS	L	( )	( )	( )
Increased diagnostic services are needed to identify and place children who would benefit from special education services. In order to accomplish this (a) State Education Agencies should provide funds for testing children at the local level, and (b) Local Education Agencies must have more access to qualified testing personnel as a regular part of school staffing patterns.				
M. EQUAL EDUCATIONAL OPPORTUNITIES	M	( )	( )	( )
State courts must enact legislation to require school districts to provide for all handicapped, not only those who exhibit measurable improvement.				
N. INTERMEDIATE EDUCATIONAL UNITS	N	( )	( )	( )
Intermediate educational units should be established to provide educational services on a regional basis to handicapped children, where appropriate, or to provide support services to those districts which do not have enough handicapped children to adequately provide all services.				
O. GRIEVANCE/DUE PROCESS HEARING	O	( )	( )	( )
A local advisory board, consisting of teachers and parents of handicapped children should be created to hear complaints and grievances regarding education of local handicapped children. All grievances not settled should go to HEW.				
P. COMMUNICATIONS/LIFE SKILLS TRAINING	P	( )	( )	( )
Federal, state and local educational agencies should develop and maintain basic communication courses for those with severe communications disabilities. Universities and institutions in particular should implement more effective teacher training in basic communications and life skills.				
Q. CAREER EDUCATION	Q	( )	( )	( )
All handicapped students should have available to them career education information which can lead to marketable skills.				
R. PUBLIC AWARENESS OF RIGHTS	R	( )	( )	( )
Federal, state and local educational agencies should be required to conduct broad media campaigns to inform public of rights of the handicapped.				
S. RELIGIOUS EDUCATION	S	( )	( )	( )
Churches should be mandated to provide religious education to handicapped children.				

	Ballot: Issue EDC II-1			
	Recommendation	Priority Vote 1st	2nd	3rd
T. SIGN LANGUAGE	T	( )	( )	( )
The deaf should be taught in a system of "total communication" (communication which includes finger spelling, sign language, and speech).				
U. AGENCY COORDINATION	U	( )	( )	( )
Coordination of all departments working with the handicapped is essential and might be accomplished through interagency regional teams.				
V. CENSUS OF HANDICAPPED	V	( )	( )	( )
Statewide, medical and health personnel should be required to register and follow-up handicapped children at birth.				
W. TEACHER/STUDENT RATIO	W	( )	( )	( )
Small teacher/pupil ratios must be provided in public educational programs for handicapped children.				

Ballot: Issue EDC II-2

Recommendation	Priority Vote 1st	2nd	3rd

EDC II-2 EDUCATIONAL CONCERNS–SCHOOL AGE (5-21 YEARS)

In a time of competition for scarce public funds, what innovative approaches can be taken by education administrators to assure maximum utilization of all available dollars?

A. COMMUNITY COOPERATION AND PLANNING

A ( ) ( ) ( )

Community agencies and institutions should form cooperative and consortium arrangements to expedite delivery of services and to avoid duplications. Such arrangements might include: development of an inventory of services available; cooperative programming among schools, libraries, park departments, recreational agencies, etc.; utilization of some facilities and personnel for handicapped activities during hours of general non-use; providing highly specialized services to public schools under contractual arrangement; and utilizing regional programs.

B. AGENCY COOPERATION

B ( ) ( ) ( )

In order to assure efficient utilization of funds, to establish accountability of services, to avoid duplication, and to maximize resources, legislatures should require coordination and cooperation among agencies. The SEA might coordinate such efforts, or a state council might be established for such purposes.

C. IMPLEMENTATION/ENFORCEMENT OF LEGISLATION

C ( ) ( ) ( )

Stronger enforcement and implementation of federal and state laws is required, providing funds only when effectively used and withholding funds that are not being utilized properly. States should have adequate staff to evaluate local programs, inform the public of the sources and availability of funds, and the power to cut off funds.

D. STATE COST-BENEFITS

D ( ) ( ) ( )

States should thoroughly assess their financial needs, develop cost-effective plans, and compile information on the returns on each dollar invested in the education of the handicapped.

E. SUMMER PROGRAMS

E ( ) ( ) ( )

States should enact legislation and provide funds to offer summer programs which are equal to that of regular school year programs for handicapped students; and include academics, recreation and therapy.

F. IN-SERVICE/PRE-SERVICE TRAINING

F ( ) ( ) ( )

Federal and state governments should subsidize in-service and pre-service training programs for regular teachers and students which include more intensive instruction in dealing with handicapped children and require on-the-job training as part of the programs.

Ballot: Issue EDC II-2

	Recommendation	Priority Vote 1st	2nd	3rd
G. VOLUNTEERS Utilization of volunteers in programs for the handicapped should be encouraged and expanded: parents, retired persons, senior citizens, and professional and community service organization personnel.	G	( )	( )	( )
H. NATIONAL CLEARINGHOUSE/DIRECTORY A national clearinghouse and/or directory should be established which lists personnel, educational facilities, services, specialized agencies, sources of consultants and speakers, etc., on a national and local level.	H	( )	( )	( )
I. PRIVATE SECTOR The private sector of the community should be providing assistance for handicapped children.	I	( )	( )	( )
J. TRANSPORTATION Provision must be made for adequate number of vehicles for handicapped students, especially those with devices to accommodate wheelchairs, to facilitate participation in extracurricular activities.	J	( )	( )	( )
K. FOSTER/ADOPTION PROGRAMS Offer foster-care or adoption programs to groups or individuals to sponsor a handicapped child.	K	( )	( )	( )
L. HANDBOOKS The National Science Foundation and National Endowment for the Arts and Humanities should develop and widely distribute concise handbooks on the topic of working with the disabled.	L	( )	( )	( )
M. REGIONAL RESOURCES CENTERS Regional Resource Centers should be responsible for the directory of services in a state and for providing consultation to public and private education.	M	( )	( )	( )
N. PARENT-PROFESSIONAL ORGANIZATIONS Parent-professional organizations should be established to work with parents of handicapped children.	N	( )	( )	( )
O. TECHNICAL ASSISTANCE State, local and private agencies should establish and utilize technical assistance teams.	O	( )	( )	( )

	Ballot: Issue EDC II-2			
	Recommendation	Priority Vote 1st	2nd	3rd
P. VOUCHERS	P	( )	( )	( )
States should establish voucher systems for purchases of services by parents and handicapped children.				
Q. CROSS-CATEGORICAL FUNDING	Q	( )	( )	( )
Funding patterns and services should be cross-categorical.				

Ballot: Issue EDC II-8

	Recommendation	Priority Vote 1st	2nd	3rd

EDC II-8 EDUCATIONAL CONCERNS–SCHOOL AGE (5-21 YEARS)

How can we break down the attitudinal barriers which may retard the development of educational programs for handicapped children?

A. PUBLIC AWARENESS

A ( ) ( ) ( )

State and local education agencies should develop systematic process to inform public about coping aspects of special education, emphasizing parents rights and producing documents for public utilizing newspaper, radio, TV media, Speaker Bureaus and consultants. The State Educational Agency should provide all local school boards with information regarding legislation relevant to handicapped; stress skills and abilities of handicapped; and make audiovisual materials available through libraries, community groups and PTA meetings, churches, etc.

B. AWARENESS IN SCHOOLS

B ( ) ( ) ( )

Schools should develop awareness curricula for all students, informing them of handicapping conditions by having students and teachers observe various handicapping conditions.

C. TEACHER CERTIFICATION REQUIREMENTS

C ( ) ( ) ( )

Certification requirements for teachers should include coursework dealing with general information on handicapped individuals, e.g., attitudes, barrier-free design, employment legislation, adaptive aids, importance of early intervention and emotional needs of handicapped.

D. TEXTBOOK INTEGRATION

D ( ) ( ) ( )

More pictures and references to handicapped should be included in classroom texts and other books used in schools.

E. HANDICAPPED VISIBILITY

E ( ) ( ) ( )

Handicapped should be visible in the community to help general public better understand additional needs and activities required by the handicapped.

F. COMMUNITY ORGANIZATIONS

F ( ) ( ) ( )

Encourage organizations (i.e., Boy Scouts) to develop integrated programs to allow participation of handicapped with non-handicapped.

G. DE-LABEL HANDICAPPED

G ( ) ( ) ( )

State and federal agencies should agree upon and implement de-labelization of handicapped.

Ballot: Issue EDC II-8

	Recommendation	Priority Vote 1st	2nd	3rd
H. FCC AFFIRMATIVE ACTION	H	( )	( )	( )
The Federal Communications Commission should encourage free public service announcements to develop understanding, eliminate stereotypes and misinformation, and suggest positive action for private citizens; more programming on awareness; and inclusion of handicapped roles on TV.				
I. NEWSPAPERS ROLE	I	( )	( )	( )
Public service announcements should be provided in newspapers for informational purposes regarding positive actions concerning handicapped. Newspaper advertisers should state whether business establishments are barrier-free.				
J. INTEGRATION	J	( )	( )	( )
A large-scale integration program should be initiated immediately.				
K. FEDERAL EFFORT	K	( )	( )	( )
The Bureau of Education for the Handicapped should make public awareness as one of its priorities, and federal funds should be available for development of materials for use by all media and agencies.				
L. REGIONAL ADVOCACY CENTERS	L	( )	( )	( )
Regional advocacy centers should be established with referral counseling and public information services to serve as liaison to schools and parents in providing consultative services.				
M. SERVICES TO TEACHERS	M	( )	( )	( )
Professional counseling and training should be provided to teachers to help them understand problems of handicapped students.				

Ballot: Issue EDC II-6

Recommendation	Priority Vote 1st	2nd	3rd

EDC II-6 EDUCATIONAL CONCERNS—SCHOOL AGE (5-21 YEARS)

How can interdisciplinary services for the comprehensive education of handicapped children in school be encouraged and coordinated?

A. ASSIGN COORDINATION RESPONSIBILITY

A ( ) ( ) ( )

Assign responsibility of coordination of and requests for all community services to director of special education in the Local Education Agency and to Chief School Officer for the states.

B. INTERDISCIPLINARY TEAMS

B ( ) ( ) ( )

Interdisciplinary teams involved in diagnosis and evaluation should be involved with teachers in development of individual programming.

C. UNIVERSITY TEACHER TRAINING

C ( ) ( ) ( )

University teacher training programs should require the taking of coursework on exceptionalities by all "helping profession" majors; develop federally funded university centers to provide consistent interaction between universities and practicing professionals; expose students to handicapping conditions and persons by establishing field based experience and practitioner opportunities; and develop interdisciplinary diagnostic centers.

D. FUNDING FLEXIBILITY

D ( ) ( ) ( )

Federal funding mechanisms employed at the state level should be revised to be more flexible so that services can be provided on basis of specific needs and not categorical classification.

E. SERVICES COORDINATION

E ( ) ( ) ( )

All agencies serving handicapped children should assist educational agencies in provision of services. A coordinating committee, local or state, with representatives from the various service agencies, should be formed to study needs of handicapped population and recommend ways of assisting in the provision and coordination of services.

F. AGENCY ROLE

( ) ( ) ( )

The roles and potential contribution of all services in educating handicapped children should be defined and documented.

	Ballot: Issue EDC II-6			
	Recommendation	Priority Vote 1st	2nd	3rd
G. LOCAL EDUCATION AGENCIES SPECIALISTS	G	( )	( )	( )
Local Education Agencies should employ specialists (school psychologists) to advocate for children among different disciplines.				
H. IN-SERVICE TRAINING	H	( )	( )	( )
All local education systems should be required to have in-service programs for child study teams.				
I. INFORMATION/REFERRAL CENTERS	I	( )	( )	( )
Information/referral centers should be established to identify specialists and make referrals. Centers should also be utilized to identify funding sources and transportation services.				
J. STATE CONFERENCES	J	( )	( )	( )
State Education Agencies should have semiannual conferences of an interdisciplinary nature to provide information/resources for parents, educators, and school districts.				
K. VOLUNTARY SERVICES	K	( )	( )	( )
Services of professionals of various disciplines should be utilized to provide voluntary services to the handicapped.				

Ballot: Issue EDC II-7

Recommendation	Priority Vote 1st	2nd	3rd

EDC II-7 EDUCATIONAL CONCERNS—SCHOOL AGE (5-21 YEARS)

How can current research results be disseminated to those working directly with educating handicapped children, parents, teachers, etc.; and what long-range plans are necessary to assure that research efforts are matched with known needs?

A. MANDATED RESEARCH DISSEMINATION

A ( ) ( ) ( )

State Education Agencies should mandate and be responsible for in-service workshops in Local Education Agencies and universities to disseminate research findings to parents, parent groups, advisory committees, and adult handicapped; and in demonstrating utilization of research findings.

B. FEDERAL FUNDING

B ( ) ( ) ( )

A portion of federal grants for research relating to handicapped should be designated for publishing significant results and dissemination to State Education Agencies and other state organizations that would be directly affected.

C. NATIONAL CLEARINGHOUSE

C ( ) ( ) ( )

Establish national computerized clearinghouse to collect all research data, laws and information on services pertaining to handicapped; and disseminate findings to those who have direct contact with the handicapped.

D. ESTABLISH RESEARCH LABS

D ( ) ( ) ( )

Lab school/research institutions in special education should be developed at federal level.

E. BUSINESS/INDUSTRY SUPPORT

E ( ) ( ) ( )

Business and industry should be encouraged to provide matching funds for research.

F. UNIVERSITY INVOLVEMENT

F ( ) ( ) ( )

Regional research and training centers should be established at universities to conduct research pertinent to the education of the handicapped and provide continuing education to practitioners.

G. REGIONAL RESOURCE CENTERS

G ( ) ( ) ( )

Regional Resource Centers should be available at all times to disseminate current research results.

Ballot: Issue EDC II-7

	Recommendation	Priority Vote 1st	2nd	3rd
H. NATIONAL RESEARCH COORDINATING AGENCY	H	( )	( )	( )
Establish national research coordinating agency to determine (from consumers) what research is needed, disseminate grants based on these needs, collect and disseminate validated research results along established networks, and encourage implementation of validated research data by local and intermediate districts.				
I. IMPLEMENTATION TECHNIQUES	I	( )	( )	( )
The federal government should provide five-year, 100% seed money for implementing programs validated by research; add incentive funds to implement new programming; match state funds for research; and earmark 5% of special education funds for research.				
J. DISSEMINATE RESEARCH	J	( )	( )	( )
Bureau of Education for the Handicapped should disseminate information on all relevant research as well as develop long-range research plans.				
K. NATIONAL ADVISORY COUNCIL	K	( )	( )	( )
A national advisory council should help to determine research funding priorities based on needs.				
L. STATE RESEARCH PUBLICATIONS	L	( )	( )	( )
States should publish journals of research results.				
M. FUND LOCAL RESEARCHERS	M	( )	( )	( )
There should be federal funding of local researchers, i.e., researchers devoted to researching local problems.				
N. MEDIA	N	( )	( )	( )
Educate public on need for research by means of radio, TV, newspapers, etc.				

Ballot: Issue EDC III-4

	Recommendation	Priority Vote 1st	2nd	3rd
EDC III-4 EDUCATIONAL CONCERNS—POST SCHOOL (21 YEARS PLUS)				
How can we provide, through education, the postsecondary handicapped adult with the job-related and self-help skills necessary to alleviate problems of under-employment and unemployment?				
A. JOB INTERNSHIP PROGRAMS	A	( )	( )	( )
States and localities should develop job training/internship programs through such facilities as schools, universities, and developmental centers. The programs should last at least three years and have adequate followup services after job placement.				
B. STATE AGENCIES COORDINATION	B	( )	( )	( )
State agencies should work together to develop joint plans and services (including regional vocational schools and sheltered workshops) for the provision of relevant education for postsecondary handicapped adults.				
C. EMPLOYER EDUCATION	C	( )	( )	( )
Educational agencies should encourage all employers to contact schools that offer trained graduates through public education programs.				
D. ADULT EDUCATION INFORMATION	D	( )	( )	( )
State education agencies should distribute publications through schools and social agencies about available adult-education opportunities.				
E. COUNSELOR TRAINING	E	( )	( )	( )
The appropriate public and private agencies should establish and/or expand counselor training programs to include vocational-rehabilitation counselors, parents, teachers, etc.				
F. ADVOCACY AGENCIES	F	( )	( )	( )
States should establish advocacy agencies to train vocational advocates who will be placed in employment locations to prevent discrimination against handicapped employees. The advocates will also provide employers with information about vocational educational programs and show them how to meet the needs of handicapped employees.				

Ballot: Issue EDC III-4

	Recommendation	Priority Vote 1st	2nd	3rd
G. PSYCHOLOGICAL COUNSELING	G	( )	( )	( )
Appropriate public and private agencies should provide handicapped adults with psychological counseling, rehabilitation and work skills; the families of the consumers should be included in the counseling program.				
H. SCHOOL UTILIZATION	H	( )	( )	( )
Education agencies should fully utilize existing schools, private and public.				
I. ADVOCACY AGENCIES	I	( )	( )	( )
States and localities should create advocacy agencies to provide employers with information about vocational education programs.				
J. JOB BANKS	J	( )	( )	( )
State governments should establish statewide job banks with emphasis on jobs to be performed by handicapped individuals.				
K. SUPPORT SERVICES	K	( )	( )	( )
States should provide public funds for support services for handicapped students at community colleges and state-supported institutions of higher education.				
L. GROUP HOMES	L	( )	( )	( )
State and local governments should increase the number of group homes for handicapped individuals.				
M. VOCATIONAL REHABILITATION ELIGIBILITY CRITERIA	M	( )	( )	( )
State and local governments should require vocational-rehabilitation training programs to take clients who want to change jobs or job goals.				
N. VOCATIONAL EDUCATION PROGRAMS	N	( )	( )	( )
Educational agencies should increase the number of vocational educational programs.				
O. REGIONAL RESOURCE CENTERS	O	( )	( )	( )
State governments should establish regional resource centers throughout their states to promote job-related and self-help skills in the handicapped population.				

		Ballot: Issue EDC III-4			
		Recommendation	Priority Vote 1st	2nd	3rd
P. COUNTY READING CENTERS		P	( )	( )	( )
Educational agencies should establish county centers to teach basic reading to non-literate adults so that they can attain minimum job skills.					
Q. NEEDS ASSESSMENT		Q	( )	( )	( )
State or local governments should conduct surveys to locate and identify handicapped persons to determine their needs and abilities, identify available jobs, and match jobs with handicapped persons.					
R. TOLL-FREE HOTLINES		R	( )	( )	( )
States should establish a toll free state telephone/TTY hotline network to disseminate job-related and resource services information for the handicapped population.					
S. COMMUNITY TRAINERS		S	( )	( )	( )
Education agencies should utilize trainers from community-wide bases, including handicapped individuals who have succeeded, in job-related training programs for handicapped adults.					
T. WAIVER OF COURSES		T	( )	( )	( )
Education agencies should allow handicapped students to plug into job training programs for part of the day without regard to other "required" courses.					
U. COUNTY REGULATORY AGENCIES		U	( )	( )	( )
The federal government, through DHEW, should create in each county a regulatory agency for the purposes of monitoring agencies and programs that receive public funds to provide services to the handicapped; restructuring existing programs; initiating new programs; and continuing education of professionals who work with the handicapped.					
V. COORDINATION WITH LABOR DEPARTMENT		V	( )	( )	( )
The agencies responsible for educational programs for handicapped adults should develop a close working relationship with the Department of Labor.					
W. FEDERAL-STATE GUIDELINES		W	( )	( )	( )
Federal and state governments should formulate regulations which provide guidelines for postsecondary services to handicapped adults.					

Ballot: Issue EDC III-4

Recommendation	Priority Vote 1st	2nd	3rd
X	( )	( )	( )
Y	( )	( )	( )
Z	( )	( )	( )

X. RESERVED CLASS SPACE

State Departments of Education should direct community colleges to assign a minimum of 5 percent of the student spaces in each vocational-technical training class to the handicapped.

Y. REFORM WELFARE SYSTEMS

States should reform welfare systems so that they encourage consumers to seek employment rather than to reward for dependency.

Z. SHELTERED WORKSHOPS

Federal and state governments should emphasize contracts to sheltered workshops rather than private industry.

Ballot: Issue EDC III-5

Recommendation	Priority Vote 1st	2nd	3rd

EDC III-5 EDUCATIONAL CONCERNS–POST SCHOOL (21 YEARS PLUS)

How can we provide the ongoing educational experiences (continuing education) necessary to assist handicapped adults to achieve self-fulfillment and maximum personal attainment throughout their lives?

A. PUBLIC EDUCATION LEGISLATION

A ( ) ( ) ( ) ( )

The federal government should enact legislation mandating public education, including speech therapy services, for all handicapped persons from birth to death.

B. REMOVE UPPER AGE LIMIT

B ( ) ( ) ( ) ( )

The Division of Vocational Rehabilitation and the State Divisions of Special Education should change their policies and regulations so that they can serve handicapped individuals over 21 years of age.

C. SPECIALIZED ASSISTANCE

C ( ) ( ) ( ) ( )

Education agencies should insure that all continuing education programs offer necessary specialized assistance and support services to handicapped participants enrolled in the programs.

D. NATIONAL CENTER/COMMISSION

D ( ) ( ) ( ) ( )

The federal government should create a National Commission on the Handicapped and a National Center on Continuing Education to stimulate development and funding of postschool programs.

E. FINANCIAL ASSISTANCE

E ( ) ( ) ( ) ( )

Funding agencies should provide financial assistance to handicapped students to offset extra costs.

Ballot: Issue EDC III-5

	Recommendation	Priority Vote 1st	2nd	3rd
F. REGISTRY OF FACILITIES	F	( )	( )	( )
State Education Agencies, with the assistance of the Department of Health, Education and Welfare, should develop registries of available post-school educational programs and make them available to handicapped individuals.				
G. COMMUNITY-BASED SELF-HELP PROGRAMS	G	( )	( )	( )
States and local governments should establish and fund community-based self-help programs emphasizing job-related skills and constructive use of leisure time.				
H. CONTINUING EDUCATION DIVISION/BEH	H	( )	( )	( )
The federal government should form a Division of Continuing Education under the Bureau of Education for the Handicapped to develop programs and to coordinate activities at the national, state and local levels.				
I. VOLUNTEER REGISTRIES	I	( )	( )	( )
State education agencies should establish volunteer programs for the individual tutoring of handicapped persons in career goals. The program will also maintain a list of all available education volunteers and disseminate this information to the handicapped population.				
J. ACCESSIBLE FACILITIES	J	( )	( )	( )
Federal and state governments should require that all continuing education probrams be in accessible facilities.				
K. STATE SET ASIDE	K	( )	( )	( )
States should set aside 10 percent of Occupational/Vocational funds for handicapped (similar to the 10 percent Vocational-Training set aside in the Vocational Education Act).				
L. SEA RESPONSIBILITY	L	( )	( )	( )
State education agencies should be given responsibility for establishing postschool education and should utilize public school buildings.				
M. PUBLIC INFORMATION	M	( )	( )	( )
The federal government should develop a public information campaign to inform handicapped individuals about their rights to higher education.				

	Ballot: Issue EDC III-5			
	Recommendation	Priority Vote 1st	2nd	3rd
N. CAPTIONED TV	N	( )	( )	( )
The Federal Communications Commission should implement captioned television for the deaf.				
O. TELEPHONE DIRECTORIES	O	( )	( )	( )
The telephone company should include a list of services for the handicapped and organizations for the handicapped in the front of each telephone directory.				
P. BASIC READING PROGRAMS	P	( )	( )	( )
State education agencies should establish reading instruction criteria for handicapped individuals in each town.				
Q. EXTENSION OF PL 94-142	Q	( )	( )	( )
The federal government should extend the provisions of PL 94-142 (Education for All Handicapped Act) to include institutionalized handicapped adults.				
R. CHILD CARE	R	( )	( )	( )
Educational agencies should give priority consideration to the child care needs of disabled students.				
S. IN-SERVICE TRAINING	S	( )	( )	( )
Local education agencies should provide ongoing in-service training of professional staff working with handicapped adults.				
T. PARAPROFESSIONAL PROGRAMS	T	( )	( )	( )
Education agencies should establih paraprofessional programs on college campuses and in the community through continuing education.				
U. ITINERANT TEACHERS	U	( )	( )	( )
States should provide for itinerant teachers to work with sensorally impaired adults.				

Ballot: Issue EDC III-1

	Recommendation	Priority Vote 1st	2nd	3rd
EDC III-1 EDUCATIONAL CONCERNS–POST SCHOOL (21 YEARS PLUS)				
What legislation or other resources are needed to provide educational services to handicapped individuals of a postschool age?				
A. STATE ASSESSMENT	A	( )	( )	( )
The states should assess needs for postschool services for handicapped individuals in order to plan effectively for the fulfillment of needs.				
B. STATE/LOCAL CLEARINGHOUSE	B	( )	( )	( )
Federal or state funds should provide vocational clearinghouses for referral and dissemination of information and services for handicapped adults.				
C. NATIONAL CENTER OR COMMISSION	C	( )	( )	( )
The federal government should enact legislation that establishes a National Center or Commission on Continuing Education for the Handicapped that will deal with the needs of the handicapped and which will be empowered to initiate and fund programs.				
D. STATE ADULT EDUCATION	D	( )	( )	( )
The states should develop special Divisions for Adult Handicapped Education within state governments.				
E. TRANSPORTATION	E	( )	( )	( )
Transportation to and from sheltered workshops and other training facilities should be provided.				
F. SHELTERED WORKSHOPS	F	( )	( )	( )
The federal government should establish federally funded and state controlled sheltered workshops in sufficient numbers to serve all handicapped in need of services and employment.				
G. LOCAL ADVISORY COMMITTEE FOR PROGRAM EVALUATION	G	( )	( )	( )
Local education agencies should establish a local advisory committee, composed of consumers, educators, and service providers, to assist in the evaluation of adult education programs.				

Ballot: Issue EDC III-1

	Recommendation	Priority Vote 1st	2nd	3rd
H. TRANSITIONAL FACILITIES Transitional facilities should be established to upgrade the skills of prospective postsecondary students and make them capable of meeting the admissions criteria of postsecondary institutions and of achieving independent living skills.	H	( )	( )	( )
I. VOCATIONAL REHABILITATION AID Federal or state legislation should provide grants-in-aid to handicapped individuals not now covered by Vocational Rehabilitation Administration criteria to allow them to attend school.	I	( )	( )	( )
M. TRAIN ADMINISTRATORS/TEACHERS State education agencies should establish comprehensive training programs in career education of the handicapped for administrators and teachers.	M	( )	( )	( )
N. MANDATORY 12 YEARS PUBLIC EDUCATION The federal government should make a minimum of 12 years of public education mandatory for all citizens.	N	( )	( )	( )
O. RECRUITMENT OF LEGAL PROFESSIONALS The federal and state governments should jointly provide financial assistance to law students who will concentrate on needs and problems of the handicapped.	O	( )	( )	( )
P. EQUALITY OF FUNDING State Departments of Education should provide the same level of financial support for handicapped students enrolled in community college programs as that provided for those enrolled in public schools.	P	( )	( )	( )
Q. COMMUNITY COLLEGE INCENTIVE GRANTS States should provide incentive grants to community colleges which set up programs directed toward job training and maximizing personal achievement for handicapped individuals.	Q	( )	( )	( )
R. CITIZEN ADVOCACY AND LOBBYING COALITION National, state and local organizations concerned with handicapped populations should establish a coalition of interested citizens to advocate and lobby for appropriate services and legislation.	R	( )	( )	( )
S. JOB CORPS Governments should establish "Job Corps" programs for handicapped adults.	S	( )	( )	( )

Ballot: Issue EDC III-1

	Recommendation	Priority Vote 1st	2nd	3rd
T. NATIONAL APPRENTICESHIP PROGRAM	T	( )	( )	( )
Legislation should include handicapped adults in the National Apprenticeship Program.				
U. MANDATED EDUCATION PROGRAMS FOR TMRs	U	( )	( )	( )
The federal or state government should mandate academic programs for trainable mentally retarded youth aged 16-21.				
V. INTERMEDIATE EDUCATIONAL UNIT	V	( )	( )	( )
States should establish by law "intermediate educational units" which would be public authorities other than school districts and under the general supervision of the state education agencies. The Intermediate Unit would provide free public special education and related post-school services to handicapped persons on a regional basis.				
W. SERVICE DELIVERY MODELS	W	( )	( )	( )
Federal, state and local agencies should develop service delivery models coordinating all educational services, whether they be federal, state or local.				
X. PUBLICIZE AVAILABILITY OF FUNDS	X	( )	( )	( )
Local school systems should publicize the availability of funds for assistance to handicapped individuals in need of schooling.				

Ballot: Issue EDC III-7

Recommendation	Priority Vote 1st	2nd	3rd

EDC III-7 EDUCATIONAL CONCERNS—POST SCHOOL (21 YEARS PLUS)

How can we break down the attitudinal barriers which may retard the development of responsive educational programs for handicapped adults?

A. PUBLIC AWARENESS

A ( ) ( ) ( )

Public and private agencies should conduct public awareness campaigns supported by tax deductible contributions and/or by public funds. The campaigns could take the form of a "Handicapped Day," on which handicapped persons would fill all major state positions. It might also feature workshops and forums to encourage productive dialogue between employers and handicapped employees.

B. MEDIA

B ( ) ( ) ( )

Government and private agencies should expand media campaigns to encompass a larger variety of handicapping conditions and to reach larger audiences.

C. HANDICAPPED EDUCATIONAL PLANNING

C ( ) ( ) ( )

Educational agencies should include handicapped individuals in educational planning and policy-making groups.

D. IDENTIFY AND ESTABLISH JOBS

D ( ) ( ) ( )

Vocational placement personnel should search for and establish positions for the handicapped within the "mainstream" of the world of work.

E. STATES RECOGNITION

E ( ) ( ) ( )

States should establish systems for recognizing meritorious handicapped individuals.

F. INDIVIDUALIZED EDUCATION PROGRAMS

F ( ) ( ) ( )

Education agencies and teacher training institutions should research and plan education programs based on interest, needs and the enforcement of basic life skills.

G. LOCAL REHABILITATION FACILITIES

G ( ) ( ) ( )

Government and private agencies, including State Departments of Education and Social Welfare should develop local rehabilitation facilities for job training at different levels of attainment, and should include consumers and parents in this development.

Ballot: Issue EDC III-7

Recommendation	Priority Vote 1st	2nd	3rd
H	( )	( )	( )
I	( )	( )	( )
J	( )	( )	( )
K	( )	( )	( )
L	( )	( )	( )
M	( )	( )	( )
N	( )	( )	( )

H. ONGOING PUBLIC ADULT EDUCATION PROGRAMS

The Bureau of Education for the Handicapped should establish and administer ongoing adult public education programs for the handicapped.

I. ONGOING COUNSELING/TRAINING

Public and private agencies should continue to provide professional counseling and training for adult handicapped individuals, parents, professionals and employers.

J. REGIONAL ADVOCACY CENTERS

Federal or state governments should establish regional advocacy centers with referral, counseling and public information services for handicapped people.

K. LEGISLATION FOR LOCAL SERVICES

States should pass legislation mandating that handicapped individuals may receive services in local communities.

L. STATE DEPARTMENTS OF EDUCATION AWARENESS PROGRAMS

State Departments of Education should develop and implement comprehensive public relations programs to acquaint the public with special education.

M. IN-SERVICE TRAINING SESSIONS

State and local school districts should jointly set up and conduct in-service Training Sessions on awareness of the needs and potentials of the handicapped.

N. COMMUNITY-BASED ACTION PLAN

Qualified people in a community should develop and implement an action plan to improve citizen attitudes and create awareness of the needs of the handicapped.

Ballot: Issue EDC III-2

	Recommendation	Priority Vote 1st	2nd	3rd

EDC III-2 EDUCATIONAL CONCERNS—POST SCHOOL (21 YEARS PLUS)

In a time of competition for scarce public funds, how can existing dollars and facilities be more efficiently utilized to provide education for handicapped adults?

A. BUSINESS INCENTIVES

A ( ) ( ) ( )

Federal law should mandate private business training of handicapped individuals with federal financial incentives to business over a limited period.

B. TOTAL SUPPORT

B ( ) ( ) ( )

The federal government should provide funds through Basic Educational Opportunity Grants, The Department of Vocational Rehabilitation, or other agencies to underwrite all costs involved in handicapped persons postsecondary education, including tuition, transportation, housing, medical care, attendant services, etc.

C. PROGRAM COORDINATION

C ( ) ( ) ( )

States should coordinate programs offered through Employment Services and through all other governmental agencies for the education of handicapped people.

D. INFORMATION AND REFERRAL AGENCY

D ( ) ( ) ( )

State and local governments should establish local information and referral agencies to provide information on available services, and man such agencies with community volunteers and college/university interns.

E. MANDATED HANDICAPPED QUOTAS

E ( ) ( ) ( )

The federal government should set quotas for employment in order to promote more private sector job training of handicapped individuals.

F. OJT/VRA FUNDS

F ( ) ( ) ( )

The federal and state governments should re-direct funds from the Vocational Rehabilitation Agencies to on-the-job training programs for mildly handicapped individuals.

G. DEFINITION OF ADULT EDUCATION

G ( ) ( ) ( )

Federal policy should set forth a definition of adult education which includes both leisure and work skills.

H. CONSUMER EDUCATION

H ( ) ( ) ( )

Education agencies should include consumer education in adult basic education.

Ballot: Issue EDC III-2

	Recommendation	Priority Vote 1st	2nd	3rd
I. TEACHER INCENTIVES	I	( )	( )	( )
States and localities should raise state teaching salaries for teachers of adult handicapped to avoid manpower erosion.				
J. TRIAL CAREERS	J	( )	( )	( )
The federal government should fund work experience programs for handicapped individuals so they can "test" careers before pursuing an education to prepare for those careers.				
K. CONTINUUM OF PROGRAMS	K	( )	( )	( )
Education agencies should establish Vocational Education centers and other outreach programs to extend existing programs and to ensure a continuum of programs.				
L. RETIRED PERSONS AND CONSUMERS AS TEACHERS	L	( )	( )	( )
Local education agencies should organize and utilize retired persons and successful handicapped individuals to help teach job skills to the handicapped.				
M. TIME "SET ASIDE"	M	( )	( )	( )
Education agencies should require that vocational-technical schools reserve a certain amount of time for appropriate training programs for adult handicapped.				
N. ELIMINATE DVR BIASES	N	( )	( )	( )
The Department of Vocational Rehabilitation must revise its policies to make funding available to students with non-degree or non-vocationally oriented goals.				
O. UNIVERSAL FEDERAL SUPPORT	O	( )	( )	( )
The federal government should provide support to all institutions serving disabled students, not just regional ones.				
P. RESPONSIBILITY FOR EDUCATION	P	( )	( )	( )
The educational institution should be responsible for all educational needs of the disabled, not the Department of Vocational Rehabilitation.				

Ballot: Issue EDC III-2

	Recommendation	Priority Vote 1st	2nd	3rd
Q. MANDATE COORDINATION AND PLANNING	Q	( )	( )	( )
The federal government should enact legislation mandating that any postsecondary educational agency receiving $2,500 or more of federal money must prove that it is engaging in regional planning and coordination for handicapped individuals.				
R. CONSORTIUM OF COLLEGES	R	( )	( )	( )
Institutions of higher education should form regional consortia to allow for efficient cross registering and possible centralizing of educational services.				
S. FINANCIAL AID EXEMPTION	S	( )	( )	( )
Federal and state governments should implement legislation to support financial aid to disabled students which is exempt from income taxes.				
T. DISABLED EDUCATION OPPORTUNITY GRANT	T	( )	( )	( )
Develop a Disabled Education Opportunity Grant (DEOG), modeled after the Basic Education Opportunity Grant (BEOG).				
U. HANDICAPPED SET ASIDE	U	( )	( )	( )
The federal government should mandate that the Basic Education Opportunity Grant (BEOG) and Work Study programs have a minimum 10 percent set aside for handicapped individuals.				
V. VOLUNTEER ORGANIZATIONS	V	( )	( )	( )
Educational agencies should tap the resources of community volunteer agencies (e.g., Easter Seal, March of Dimes, United Fund) so that sufficient manpower may be obtained in providing education for handicapped adults.				

Ballot: Issue EDC III-6

	Recommendation	Priority Vote 1st	2nd	3rd
EDC III-6 EDUCATIONAL CONCERNS—POST SCHOOL (21 YEARS PLUS)				
How can research answer the needs of the postschool-aged handicapped adult, and how can these research results be made known to those educators who need them?				
A. STATE OFFICES FOR HEARING IMPAIRED	A	( )	( )	( )
States should establish offices to disseminate research information on the hearing impaired of all ages.				
B. JOB TRAINING	B	( )	( )	( )
The federal government should put greater emphasis on the vocational results of training programs.				
C. INCREASED FUNDING	C	( )	( )	( )
The Commissioner of Education should systematically increase funds available to the Research Projects Branch in the Bureau of Education for the Handicapped.				
D. PRIORITY MONITORING	D	( )	( )	( )
The Associate Commissioner of the Bureau of Education for the Handicapped should monitor programs to ensure target priority is maintained.				
E. TEACHER TRAINING	E	( )	( )	( )
The federal government should provide support for research and development needed to develop effective interdisciplinary teacher training methods.				
F. NATIONAL COMMISSION ON HANDICAPPED	F	( )	( )	( )
The federal government should establish a National Commission on the Handicapped to initiate and fund programs for the handicapped.				
G. CONSUMER INPUT	G	( )	( )	( )
Governmental agencies and institutions of higher education must seek input to research programs on a continuing basis from handicapped persons and their families.				
H. DISSEMINATION OF RESEARCH SOLUTIONS	H	( )	( )	( )
The President's Committee on Employment of the Handicapped should file all research solutions and resolutions that result from its work with the Educational Research Information Centers system and Closer Look.				

Ballot: Issue EDC III-6

Recommendation	Priority Vote 1st	2nd	3rd
I	( )	( )	( )
J	( )	( )	( )

I. PARENTING EDUCATION

Governmental agencies and institutions of higher education should institute research programs which address themselves to educating parents of postschool handicapped in the ways their adult offsprings can be helped to become more independent and autonomous.

J. TAX CREDITS FOR INDUSTRY

The federal and state governments should encourage industry to engage in research relating to the training and employment of handicapped postschool adults by use of tax credits.

Ballot: Issue EDC III-3

	Recommendation	Priority Vote 1st	2nd	3rd
EDC III-3 EDUCATIONAL CONCERNS–POST SCHOOL (21 YEARS PLUS)				
How can principles of integration of handicapped with non-handicapped individuals be translated into the "most facilitative" educational program for adults?				
A. SUPPORT SERVICES	A	( )	( )	( )
Educational agencies should improve the support services available in postsecondary facilities and provide funds directly to the consumer to retain readers, interpreters, etc.				
B. ACCESSIBILITY	B	( )	( )	( )
State and local governments should ensure that all educational facilities are accessible to handicapped.				
C. ONGOING REMEDIAL PROGRAMS	C	( )	( )	( )
Educational agencies should create remedial programs for adults who need help with reading, writing and independent living skills.				
D. LARGE PRINT	D	( )	( )	( )
State and local governments should require all libraries, public schools, and post-school facilities to provide large-print reference materials.				
E. COMMUNITY-BASED COORDINATORS	E	( )	( )	( )
Educational agencies should establish community-based coordinators to provide information regarding educational programs for the handicapped.				

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